DOCUMENT RESUME

ED 165 881 PS 010 285

AUTHOR Benish, Jean, Comp.
TITLE Early Childhood Education: A Study of Twenty-Seven States.
INSTITUTION West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
PUB DATE [78]
NOTE 229p.

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS Administrative Agencies; *Early Childhood Education; *Educational Assessment; Educational Objectives; Needs Assessment; *Program Descriptions; Program Development; Program Evaluation; State Legislation; *State Programs; *State Surveys; Teacher Certification
IDENTIFIERS *West Virginia

ABSTRACT

Descriptions of 27 state early childhood education programs are presented in this survey conducted to provide information on which to base program development decisions related to early childhood education in West Virginia. The study surveyed the following areas in each state: definition of early childhood education; administrating agency; laws, regulations, and governmental policies guiding the program; statements describing children's and parents' rights and responsibilities; planning systems; desired program elements; implementation guidelines and suggestions; certification requirements, professional development systems and program evaluation approaches. The state programs studied are Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Indiana, Iowa, Kentucky, Maryland, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Virginia, and West Virginia. (Author/SE)

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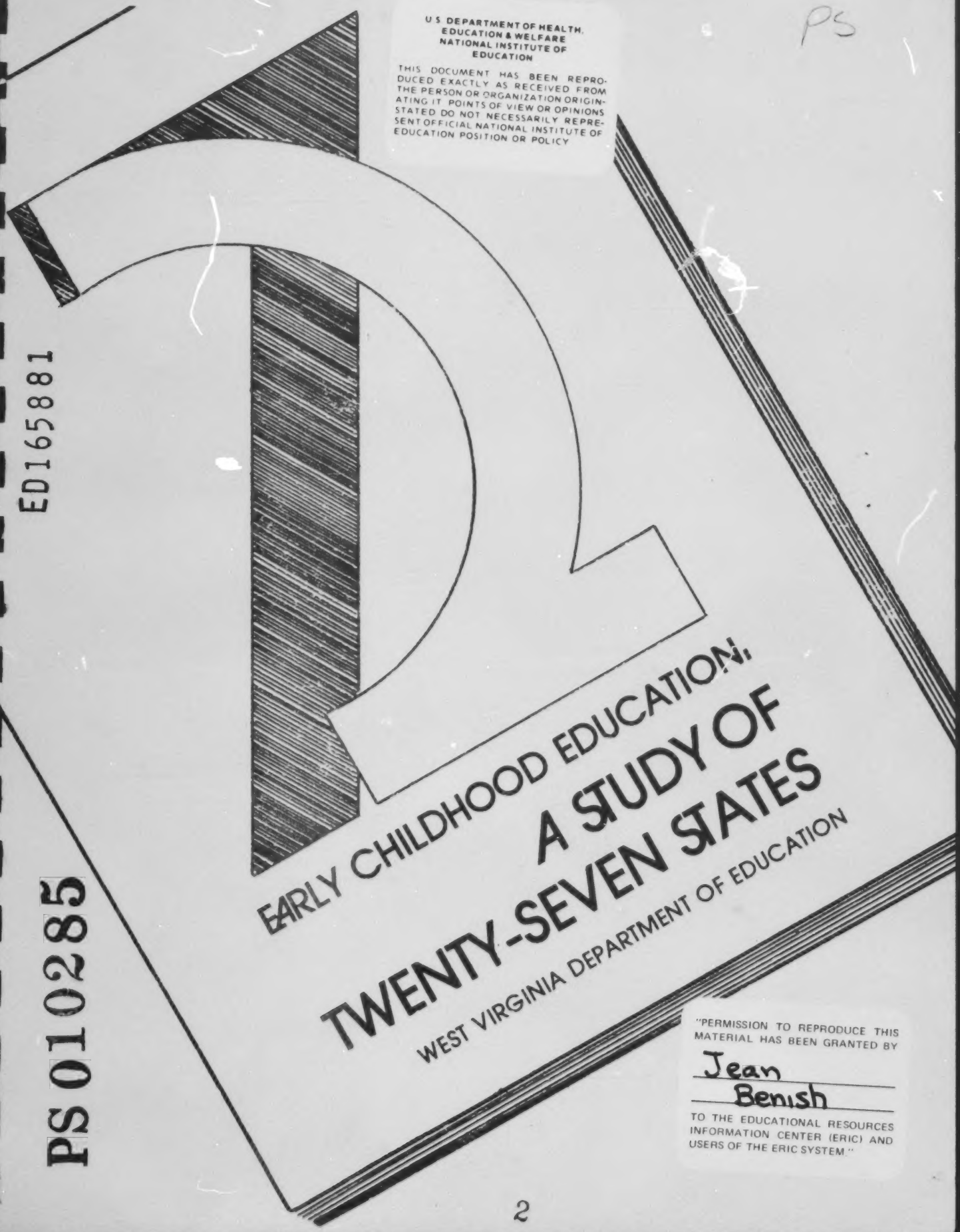

EARLY CHILDHOOD EDUCATION: A STUDY OF TWENTY-SEVEN STATES

WEST VIRGINIA DEPARTMENT OF EDUCATION

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FOREWORD

On January 16, and 17, 1978, the West Virginia Department of Education initiated a process for the development of a State Plan for Early Childhood Education. This process involved the use of an Early Childhood Planning Team to assist and advise the SEA in the development and implementation of this State plan. This planning team was selected on the basis of their expertise and consisted of teachers, principals, administrators, counselors, superintendents, Regional Education Agency personnel and higher education staff.

The State plan, currently under development, consists of the following separate but related documents:

- A Programmatic Definition for Early Childhood Education
- Standards for Early Childhood Education
- Systems of Classification for Early Childhood Education.

This programmatic definition is philosophical in nature, providing a statement of beliefs and assumptions about the education of the young learner. The standards document transforms these beliefs into objective-based statements of acceptable quality which a school must meet in the implementation, management and evaluation of their educational program. The classification document provides the systems and guidelines which must be used in judging the quality of the educational program based upon announced and predetermined criteria (standards).

Early Childhood Education: A Study of Twenty-Seven States has provided the West Virginia Department of Education with a wealth of information concerning early childhood educational practices. This information, along with other sources, has enabled us to initiate the development of this State plan. It is hoped that through the publication of this document knowledgeable educators can develop and improve upon the quality of education offered the young learner.

Robert Shockley
Coordinator, Early, Elementary,
and Middle School Education
Instructional Learning Systems

INTRODUCTION

The West Virginia Department of Education recognizes that the primary purpose of education is the improvement of classroom learners' knowledge, attitudes, and skills. Since the state education agency (SEA) is responsible for the quality of the educational system in West Virginia, it is imperative that the SEA provide program guidelines and resource information for the continual implementation, management and evaluation of education programs.

The purpose of this document, Early Childhood Education: A Study of Twenty-Seven States, was to provide part of a data base used to form definitive program decisions related to early childhood education in West Virginia. The study surveyed the following areas related to early childhood education, definition, administration, guidelines, learner statement, laws, regulations, and board policies. In addition, information was collected related to planning systems, implementation systems, professional development systems and evaluation systems.

Analysis and interpretation of survey data provided an overview of trends, philosophies and the relationship of early childhood education to kindergarten. The information from Early Childhood Education: A Survey of Twenty-Seven States, when combined with other program data, formulated critical decision-making data for the development of statewide plan for early childhood education in West Virginia.

Joseph C. Basile, II
Director
Instructional Learning Systems

Introduction to each state.

ALABAMA

State Early Childhood Education Program

During the 1973 legislative session and through HB 1182, Alabama gained its first public kindergarten program. This legislation provided for the funding of eight pilot centers with an enrollment of 60 five-year-olds. Each center included three teachers and three aides with funding for classroom renovation and program materials. Eight more centers began enrolling students in January, 1974. To insure that these centers provide a quality program with primary grade linkage, they comply with the following: cooperation with the state department of education in program development, provision of program continuity from kindergarten through primary grades, location of pilot programs at elementary school sites and joint planning and work time for kindergarten and primary teachers.

The Alabama statutes permit the city boards of education the power to establish and maintain a system of public schools including kindergarten. Terms and conditions of such programs are also prescribed by the city board of education.

The state board of education provides minimum standards that must be observed when implementing. These standards include: pupil-teacher ratio, transportation, and teacher certification.

The planning system suggests local superintendents propose to the local board a tentative plan for operation of a kindergarten. Upon approval, the superintendent is responsible for expediting the program. The superintendent is also responsible for assigning the programs responsibility to one of his staff. Programs in local schools are under the supervision of principals who will promote program continuity between kindergarten and the elementary grades. All Early Childhood Education teachers and paraprofessionals are required to secure and maintain certification from the state department of education. Twenty-four institutions of higher learning offer some courses in Early Childhood Education.

ALASKA

State Early Childhood Education Program

Local education agencies in Alaska are responsible for the administration of Early Childhood Education programs from birth to age eight. The design of the programs specifically reside in the neighborhood and community. The implementation of any given model is based upon its adaptability to local environment and conditions in Alaska. The long range strategy for Early Childhood Education in Alaska includes the implementation of this program which must be made accountable. The state encourages each social and governmental agency to be cooperative in the plan and implementation. Certification is issued by the state department of education and required for all Early Childhood Education teachers. Elementary certificates are applicable for teaching also. Research and evaluation of Early Childhood Education programs is facilitated through a comprehensive plan and involves both cost/progress and cost/effectiveness analysis.

ARIZONA

State Early Childhood Education Program

The Arizona State Legislature mandated a state supported kindergarten program in 1971. Legislation requires each district to establish a kindergarten program unless exemption is approved by the state department of education. Designs written by each district were to comply with the state department of education plan, but to fit the needs of that district.

The state board of education is required to provide an official list of subjects to be taught in schools. The list for kindergarten is addressed as "readiness" and includes materials in several categories. Early Childhood Education teachers are required through the state department of education to secure and maintain certification. An elementary education certificate is applicable for teaching Early Childhood Education.

ARKANSAS

State Early Childhood Education Program

The permissive kindergarten program in Arkansas permits local school districts to incorporate a program of kindergarten education on an approved basis as part of their overall elementary program. In approving such a program, the state mandates several conditions, one of which allocates money for full or half day sessions. State law cites specifically that kindergartens are not mandatory and it appears that because of such specifics, the state has not provided any direction in planning or implementing programs. Kindergarten teachers are required to secure and maintain certification through the state department of education. An elementary education certificate is applicable for Early Childhood Education teaching, but must be accompanied by fifteen hours of Early Childhood Education courses including practice for K-6 certificate. There are eleven institutions of higher learning which provide some course work in Early Childhood Education. The state program has not been comprehensively evaluated.

CALIFORNIA
State Early Childhood Education Program

The Early Childhood Education program is directed at restructuring K-3 programs in all California schools over a four year period. The program was designed in order to provide a fully individualized program of instruction so that each child may make continuous progress with the minimum goal that he/she will achieve mastery of the basic academic and personal skills by the end of grade three. A critical requirement is the full participation in planning, implementation and evaluation of the comperhensive program for K-3 pupils at each school by a school advisory committee. These committees are composed of representative samples of parents in the school community plus the school principal and some teachers. In program schools, the adult to pupil ratio is reduced to 10:1 through the use of volunteers as well as paid aides. Special funding has been at the rate of $130 per average daily attendance (with an extra $65 for certain children). Implementation has been generally successful and standard measures of reading and mathematics achievement in Early Childhood Education schools have been above average. With broad support, the department of education is proposing to expand the program in 1975-1976 to serve from 20 percent to 50 percent of the K-3 population. Individualization accompanied by strong parent participation is creating new motivation and success for Early Childhood Education in California.

COLORADO

State Early Childhood Education Program

The Board of Education in Colorado may establish and maintain kindergartens in connection with its districts. The educational agency determines not only the establishment of kindergartens, but also the regulating factors concerning size of group, admission age and length of day. The state department of education has no current regulations on the planning and implementation of programs. Kindergarten teachers are required to maintain certification from the state department of education. Elementary education certificates are applicable for Early Childhood Education teaching. A total of 24 institutions of higher learning provide some course work in Early Childhood Education.

Colorado is currently in the process of studying all programs which deals with children, ages birth to five. The study consists of where the programs are located, who they are for, who is responsible for each program, who is teaching in each program, and the description of each program. The goal of the study as organized by the state board of education, will be used to support Early Childhood Education as an educational priority in Colorado.

The task force on children is another group studying young children, which is chaired by Mrs. Lamm, the governor's wife. This is a long term study which will suggest legislation for young children.

CONNECTICUT

State Early Childhood Education Program

In Connecticut, the Early Childhood Education program is a permissive type allowing local public schools to provide a kindergarten program if desired. If the local district decides to implement a program for one year, it must be continued thereafter for at least five years.

The state is in the process of completing an assessment of Early Childhood Education needs and present resources which will be the basis for comprehensive planning. All State agencies have contributed to the study and hope for input to the comprehensive planning. Currently, there are 22 institutions of higher education offering some work in Early Childhood Education.

DELAWARE

State Early Childhood Education Program

The 1968-69, school year marked the beginning of a state supported kindergarten program in Delaware. Public kindergarten programs are offered in every school district on a permissive basis, and are designed and implemented for the most part by the local education agency.

The Department of Public Instruction is attempting through its consultant role to encourage districts to develop kindergarten curricula that is integrated with primary programs. Thus, there is no statewide curriculum specifically designed. Primary programs have been emphasizing progress toward statewide objectives in reading and math which are coordinated with a new statewide assessment program.

New public pre-school programs are being designed for handicapped children as new state guidelines allow for funding of such educational units for children beginning at age 3½ years. No other public pre-school programs are currently being developed.

Teacher certification is required by the state department of education and an elementary education certificate is applicable for Early Childhood Education. Seven institutions of higher learning provide some course work in this area. There are no guidelines for planning and implementing any Early Childhood Education program. Nor is there any design for a comprehensive evaluation of an Early Childhood Education program.

FLORIDA

State Early Childhood Education Program

Establishment of kindergarten programs was first authorized by the 1968 Florida Legislature, and by 1973 all children were able to attend a public program. Recent legislative intent recognizes the need for a comprehensive evaluation and restructuring of Early Childhood Education to meet the needs of each pupil. The method for such "comprehensive evaluation" is unable to be found. The legislative intent also states "The comprehensive education plan of each district for 1976-77 shall include a plan for Early Childhood Education" which shall be based on guidelines prepared by the department of education. The planning system involved shall be submitted for approval by the state department of education. Classes have been implemented on a statewide basis served by 1973-74 school year phasing all the schools of the district into the program within three years of the adoption of the master plan.

Early Childhood Education teachers are required to secure and maintain certification through the state department of education. Early Childhood Education certification is in the process of being upgraded from the present six semester of nine quarter hours "add-on" to elementary education. Thirty-three institutions of higher learning, currently offer some course work in Early Childhood Education.

HAWAII

State Early Childhood Education Programs

The Early Childhood Education program in Hawaii is a unique state program. The "3 on 2 program" places three teachers where two previously existed. permitting three co-equal workers to work in two classrooms. Also, five levels are involved with each team of three. The program has currently been implemented in 60 percent of Hawaii's classes. The planning system and implementation have been researched quite extensively throughout this paper. The effectiveness of the program is being evaluated by way of (a) interviews, questionnaires to assess attitudes, and (b) tests, scales and interviews to assess academic learnings, progress of these students with the students in self contained classes.

Early Childhood teachers and paraprofessionals are required to secure and maintain certification through the state department of education. Teachers may become certificated for K-8. An Early Childhood Education certificate is valid for pre-kindergarten. Six institutions of higher learning offer some course work in Early Childhood Education.

ILLINOIS

State Early Childhood Education Program

Legislation acted upon by the General Assembly of Illinois mandates that all boards of education responsible for operating elementary schools establish kindergartens after July, 1970. Each local education agency must comply with the rules and regulations prescribed by the Department of Public Instruction. The guidelines include a description of the desired program and permit the local education agency to plan and implement the program to fit the needs of that district. The state program has been evaluated by the state education agency in the study of a comprehensive school program, but has been unobtainable for this study.

The state department of education requires Early Childhood Education teachers to maintain certification. Elementary certificates are valid for K-8 and an Early Childhood Education certificate is valid for pre-kindergarten teaching. All professional and non-certified staff members need to be involved in a continuous in-service program. Three institutions of higher learning offer some course work in Early Childhood Education.

INDIANA

State Early Childhood Education Program

The Indiana State Department of Public Instruction is currently working with a task force to assess the status of Early Childhood Education in the state and will recommend an appropriate role for the state in the future through a state plan. The department plans to make kindergarten an obligatory offering by all school corporations. This should take place by the September, 1976, enrollment and attendance would not be mandated. Programs will be designed to encourage and support these local school corporations willing to plan and undertake a sequence of educational experiences for children ages four to eight.

IOWA

State Early Childhood Education Program

Iowa's permissive Early Childhood Education program allows any school district, upon petition of the parents of at least 25 children of kindergarten age, to establish and maintain a program. Once established, the state department of education, with mandates and guidelines, cite several regulations with which to comply. There is no specific information concerning program planning, implementation, or comprehensive program evaluation. Certification through the state department of education is required of all Early Childhood Education teachers and elementary teachers. Twenty-six institutions of higher learning offer some course work in Early Childhood Education.

KENTUCKY

State Early Childhood Education Program

Kentucky's permissive state program permits local boards of education to establish and maintain kindergarten programs. Such programs are subject to approval from the Department of Public Instruction. Each program established is required to comply with several state laws regarding the instructional staff, program, housing, records, permits, grounds, transportation, equipment and supplies, age, facilities and length of day. There are no regulations regarding the planning and implemenation of programs, nor is there any comprehensive evaluation of the state program.

Kindergarten teachers are required to secure and maintain certification through the state department of education. An elementary certificate is applicable for Early Childhood Education teaching. Ten institutions of higher learning offer some course work in Early Childhood Education.

MARYLAND

State Early Childhood Education Program

Since September 1973, each school system has provided an Early Childhood Education program for children ages three through eight. Guidelines have been devised to ensure the establishment of effective programs. The desired program encompassed all areas of development. Factors to be considered in planning an Early Childhood Education program consider the child, physical facilities, staff, curriculum, grouping, scheduling and evaluation. Implementation has not been determined by the state department of education in Maryland. Currently, there has been no studies completed citing the effectiveness of Early Childhood Education.

MISSOURI

State Early Childhood Education Program

A bill to make Missouri's permissive Early Childhood Education program mandatory by 1980 is currently being reintroduced. The state program, though permissive, has received a great deal of attention via yearly conferences, guidelines, and screening programs. The state department of education's position paper, adopted, July 1972, provides an excellent beginning for establishing a mandatory program. The task force has been and is currently involved in studying the direction for Missouri's program. Requirements include Early Childhood Education teachers to secure and maintain certification through the state department of education. An Elementary Certificate is applicable to Early Childhood Education teaching. Thirty-four institutions of higher learning offer some course work in Early Childhood Education.

MONTANA

State Early Childhood Education Program

Montana's permissive program permits the trustees of an elementary school district to establish and operate a free pre-school program for children between ages three and five. A curriculum guide published by the state department of education describes the implementation of a desirable program in terms of scheduling, staff, school space, and materials. There is no state planning system because the programs in each district are implemented and planned as each district sees fit. Certification requirements include Early Childhood Education teachers and administrators.

The state department of education maintains the responsibility of certification of teachers. An elementary certificate is not applicable for Early Childhood Education teaching. Seven institutions of higher education offer some course work in Early Childhood Education.

NEVADA

State Early Childhood Education Program

Kindergarten is not mandated in Nevada, giving Boards of Trustees the power to exclude all children under six from school. However, the Board of Trustees of a school district, with approval from the state department of education, may establish and maintain a kindergarten. Because of this, the state has planned an overall mandate for pre-school education. It is a long range plan which will be implemented in an orderly manner in two stages described in detail in this paper. Because of this mandate, it will be necessary to design an implementation system and develop certification for pre-school education.

NEW HAMPSHIRE

State Early Childhood Education Program

Expansion of early childhood services in New Hampshire has been minimal during recent years...partly because of a rather provincial attitude which says that pre-school children (under age six) are strictly the responsibility of their parents but more importantly due to a lack of revenue to support such services. New Hampshire is the only state which has no broad-base tax; it ranks 50th in the state aid with a minimal involvement of federal monies.

New Hampshire does not have mandatory kindergarten legislation; kindergartens are established by local option. About 30 percent of the five year olds are in publicly funded programs; no pre-kindergarten programs exist. Many of the children are in private pre-school settings. New Hampshire has a wide variety of programs in terms of the type of curricula as well as quality. All such programs are licensed by the Division of Welfare with minimal standards in effect. Basically, the facility is approved rather than the teacher, program or materials.

Kindergarten teachers are required to secure and maintain certification from the state department of education . An elementary certificate is not applicable for Early Childhood Education teaching. Six institutions of higher learning offer some course work in Early Childhood Education.

NORTH CAROLINA

State Early Childhood Education Program

"In 1968, the Governor's Study Commission of the North Carolina public school system recommended that the General Assembly appropriate $18 million for the nucleus of a public kindergarten program. The level of funding would enable the state to provide kindergarten for 35 percent of the state's 1000,000 five year old children. The commission also recommended that the kindergartens be expanded during the next two bienniums until all five year olds could be accomodated by 1973-75."

"A major component of the pilot kindergarten effort began by the 1969, appropriation for program evaluation necessary for program decision makers at both state and local levels and for the teachers planning learning environments for their children. The State Board of Education assigned the Learning Institute of North Carolina the responsibility of designing, implementing and conducting the evaluation of the pilot program."

"During the pilot kindergarten program, the state education agency exercised leadership, administration, and regulatory functions. The legislative mandate to conduct the program was assigned to the State Board of Education and administered through the controllers office and the Department of Public Instruction, Division of Early Childhood Education."

"State Board of Education established guidelines for the administering of the program, including criteria for the selection of the pilot centers. The controller's office developed procedures for the allocation of program funds, for both the state appropriations and federal funds secured through the Education Professions Development Act for staff development activities."

"Each administrative unit shall submit a plan for the operation of a Kindergarten Early Childhood Education program to the State Superintendent. The plan shall include the following:

1. Organization of the program (ages five to eight)
2. Process for selecting participants
3. Locations of centers
4. Plans for providing staff development
5. Evaluation procedures

Those administrative units which do not elect to participate in the program should notify the State Superintendent by July 1, 1973, and each subsequent year thereafter, and relinquish their funds to be allocated."

Kindergarten teachers are required to maintain certification through the state department of education. An Elementary certificate is not applicable for teaching Early Childhood Education. Thirty institutions of higher learning provide some work in Early Childhood Education.

NORTH DAKOTA

State Early Childhood Education Program

North Dakota maintains a permissive program by allowing the local school boards to establish free kindergartens if desired. In compliance with a state mandate, the board of education published a curriculum guide. The state department of education has made no recommendations concerning planning and implementation of local agencies when organizing an Early Childhood Education program. Early Childhood Education teachers are required to maintain certification through the department of education and are permitted to maintain an elementary education degree to work in this area. Six institutions of higher education offer some course work in Early Childhood Education.

The state feels it is important to carry out a state study of the existing programs. This is important as a means of identifying major improvement needs, assimilation and dissemination of progressive methods, and data collections to substantiate the need for such programs in the state.

OKLAHOMA

State Early Childhood Education Program

The public school kindergartens in Oklahoma have been available since 1969, and became mandatory in 1974-75. The state board of education provides rules and regulations for the classification, inspection, supervision, and accrediting of all public Early Childhood Education programs. The state department of education provides a number of incentives and requirements concerning Early Childhood Education. The state department of education developed a planning system to assist in the implementation of the programs in the local education agencies. Early childhood teachers are required to maintain certification through the state department of education. An elementary education certificate is applicable for teaching Early Childhood Education in this state. There are currently 28 institutions of higher learning offering some course work in Early Childhood Education. There has been no comprehension evaluation of the state program.

PENNSYLVANIA

State Early Childhood Education Program

The state department of education currently maintains a permissive Early Childhood Education program with 96 percent of school districts providing a service to young children. Pennsylvania is in the process of recodifying the law, after recodification, the program will become mandatory. When programs are established, they will be made an integral part of the elementary school system. The mandates for Pennsylvania require free milk for kindergarten and first grade students, pays for pupil transportation, and programs. The state provides a planning system composed of an Early Childhood Education State Advisory Board which responds to current needs. Pennsylvania has provided a program since 1897, but has not provided districts with any implementation standards.

Certification by the state department of education is required of all Early Childhood Education teachers. An elementary certificate is applicable for teaching in this area, but must be K-6. Sixty-seven institutions of higher learning offer some work in Early Childhood Education. Periodic random sampling in evaluation is done by the state department of education.

RHODE ISLAND

State Early Childhood Education Program

The mandatory program in Rhode Island requires schools to include a sufficient number of kindergartens. The public school systems are required to make kindergarten an integral part of their program. Guidelines for Early Childhood Education programs are concerned with provisions for length of school year and day, age eligibility, immunization, daily activities, etc. The state provides no suggestions for planning and implementation.

Certification is required of all Early Childhood Education teachers through the state department of education. An elementary certificate is applicable for Early Childhood Education teaching. Nine institutions of higher learning provide some course work in Early Childhood Education.

SOUTH CAROLINA

State Early Childhood Education Program

The state department of education in South Carolina administers the state supported Early Childhood Education program which began in 1969-70, for children from infancy to eight years of age. Any county board of education may establish and provide kindergarten education. Upon establishment, the kindergarten will be part of a free common school system.

The state department of education provides guidelines which provide suggestions for quality programs. The desired program can be dealt with in greater detail throughout the attached paper.

Through the state department of education, teachers are required to secure and maintain certification. Certification requirements permit Early Childhood Education teachers to maintain an elementary education certificate if an additional six hours are completed in Early Childhood Education within 24 months of employment. Approximately 30 institutions of higher learning provide some course work in Early Childhood Education.

The state makes no recommendations concerning the planning, need, implementation, or evaluation of the program. The state, however, has made a population survey which is detailed in the body of South Carolina's section of this paper.

VIRGINIA

State Early Childhood Education Program

The state department of education is currently engaged in efforts to provide educational experiences to all eligible kindergarten children and for handicapped children beginning with age two. The state board of education recommends provisions for standards for all public and non-public kindergarten's. Local education agencies are encouraged to develop kindergarten programs which focus on the child, his needs, interests, development and pace of learning. In planning, each school division without a kindergarten submitted a plan to the state department of education for implementating of a program. The state supervisor assisted local education agencies in implementing these plans. For the school year 1975-76, 123 of the 140 school divisions in Virginia have kindergartens.

Early Childhood Education teachers are required to secure and maintain certification from the state department of education. An elementary certificate is not applicable for Early Childhood Education teaching. Twenty-six institutions of higher learning offer some work in Early Childhood Education. There are no designs for a comprehensive program evaluation.

WEST VIRGINIA

State Early Childhood Education Program

In West Virginia, "county boards of education provide programs for all children who have attained the age of five prior to November first of the school year in which the pupil enters such Early Childhood Education programs." Early Childhood Education teachers are required to hold a certificate valid for teaching at the assigned level. The state board of education has established and prescribed guidelines and criteria setting for the minimum requirements for all paraprofessional personnel employed for Early Childhood Education programs...

The state board of education...has established and prescribed guidelines and criteria relating to the establishment and operation of programs...

Comprehensive Description

Alabama: Early Childhood Education

DEFINITION:

"Early Childhood Education programs in Alabama are designed for children eight years of age and below."

ADMINISTRATIVE AGENCY: State Department of Education; permissive program

LAWS, REGULATIONS, BOARD POLICY:

§ 162. Kindergartens and playgrounds.
The city board of education shall have power to establish and maintain a system of public schools including kindergartens and playgrounds for the benefit of children who are bona fide residents of and living within the corporate limits of such city...if a kindergarten is established and maintained, children from five to eight years of age may be admitted on such terms and conditions as the city board of education may prescribe. (2)

Minimum Standards for Organizing Kindergarten Programs
The State Board of Education, at its October 1, 1975 meeting, approved minimum standards that must be observed by public schools in implementing kindergarten programs. Briefly, these standards include the following:

Certification
Teacher/pupil ratio.....1:20
Entrance age.....5 years on or before October 2
Classroom space.....45 square feet per child
Transportation.....(Strongly recommended that an adult, in addition to driver, ride on bus with kindergarten children.)

Early childhood or elementary certificated teacher. (4)

Teacher/pupil ratio:

In order to give the individual necessary attention, the maximum teacher/pupil ratio in kindergartens should not exceed 1:20. Where possible, in kindergarten classes, additional assistance should be provided for the teacher through the employment of a para-professional aide. (2)

Age:

...the child be five on or before October 2, of the year he enters kindergarten. (2)

Admission:

The board of education...responsibility for setting up the policies of admission and attendance in kindergartens within the framework of state law and state boards of education policies...should be given publicity ...in the spring before attendance in the fall. These policies...should

include: (a) the age of admission, (b) immunizations required, (c) the hours included in the daily schedule, (d) provisions for lunches, (e) provisions for transportation, (f) type and cost of school insurance, (g) plans for field trips. (1)

Transportation:

Kindergarten children should be transported by the same means as other school children. It is strongly recommended, if possible, that a teacher aide or some other adult, in addition to the driver, ride on the bus with young children.

Classroom Space:

The minimum space requirements are: 45 square feet per child for inside classroom area and 100 square feet per child for outside area. (4)

Immunization:

It is highly desirable that children brought together in groups have a complete immunization for prevention of communicable diseases as recommended by the county health department...usually required for admission to the first grade. Immunization, recommended by the local health department, should be followed closely in policies set up by the board of education. Required immunizations should be made well in advance of the opening date of the kindergarten or before the entrance of the child.

EARLY CHILDHOOD EDUCATION POLICY STATEMENTS
STATE DEPARTMENT OF EDUCATION

The State Department of Education accepts its rightful responsibility for the education of all children under six and will initiate a plan to meet this special need.

I. Establishment of Schools for Five-Year-Olds
   1.1 There is an immediate need for establishing publicly-supported programs of education for all five-year-olds.
   1.2 The State Department of Education will proceed to initiate a plan to meet this need.

II. Responsibility of Education for Children Under Five
   1.1 When programs are established for children under age five, the State Department of Education will assume the appropriate responsibility for the educational aspects of such programs.
   1.2 Private schools for children under six years of age should have the opportunity of being accredited by the State Department of Education.

III. Teacher Education--Early Childhood Teacher Education
   1.1 The State Department of Education is responsible for the approval of all educational institutions providing teacher education programs in the field of Early Childhood Education.

1.2 The State Department of Education shall be responsible for certification of all teachers in all programs providing educational opportunities for children under six.

1.3 The State Department of Education will develop a guide for evaluating programs for the training of paraprofessionals in Early Childhood Education, which will be used in approving such programs.

IV. Parent Education

1.1 Since parent education is an integral part of Early Childhood Education, parent education personnel are needed in the field and should be encouraged by the State Department of Education.

1.2 The State Department of Education will devise standards for programs for parent education.

V. Organization for Early Childhood Education Within the State Department of Education:

The instructional aspect of all Early Childhood programs will be vested in an Early Childhood Education section in the Division of Instruction.

1.1 It is essential that a section be set up immediately to coordinate and give directions to the Early Childhood Education movement.

1.2 A staff sufficient in quantity and quality will be employed to provide necessary services in such areas as:

a. Coordination of Early Childhood Education section staff and all Early Childhood Education services within the State Department of Education

b. General supervision of Early Childhood Education programs now existing or now being planned in the public school systems

c. Consultant and guidance services in teacher education and paraprofessional training

d. Consultant and guidance services in parent education

e. Coordination and cooperation with other state and federal agencies providing programs and services to young children and their families

f. Consultant and guidance services to private and church-related Early Childhood Education programs

1.3 Consultants in the Division of Instruction working in Early Childhood Education programs should be assigned to the Early Childhood Education section.

1.4 State Department of Education divisions or units, other than the Division of Instruction, working in the Early Childhood Education area should have a staff member assigned to the Early Childhood Education section as a liaison person.

VI. Standards for Curriculum Development

1.1 The State Department of Education will be responsible for developing standards for programs for children under five.

1.2 The State Department of Education will develop criteria for evaluating those programs.

VII. Legislation

1.1 The State Department of Education will take initiative in seeking legislation to expedite this Early Childhood Education program.

1.2 The State Department of Education will establish a channel through which legislative efforts and interest of the program will be coordinated.

HB 1182: During the 1973 legislative session through HB 1182, Alabama gained its first public kindergarten program. This legislation provided for the funding of eight pilot centers with an enrollment of 60 five year olds. Each center includes three teachers and three aides with funding for classroom renovation and program materials. Eight more centers began enrolling students in January, 1974. To insure that these centers provide a quality program with primary grade linkage, they comply with the following: cooperation with the State Department of Education in program development; provision of program continuity from kindergarten through primary grades; location of pilot program at elementary school sites and joint planning and work time for kindergarten and primary teachers.

GUIDELINES:

Alabama Kindergartens serves as guidelines.

DESCRIPTION OF DESIRED PROGRAM:

Refer to section entitled "Laws, Regulations, Board Policy" in this document.

THE CHILD:

Recent research and experimentation show that children can learn many things at an earlier age than was formerly considered possible. The first five years of a child's life are the most important ones for developing his potentialities for human effectiveness; and growth gains are accelerated by the guidance of sensitive, questioning, curious, stimulating, and understanding teachers in an organized educational setting. Further research findings indicate that by age three, fifty per cent (50%) of children's mental abilities are developed and by age eight, eighty per cent (80%) are developed.

PLANNING SYSTEM:

State Program:

A. 1973

...eight pilot centers
...60 five year olds
...three teachers, each center
...three aides, each center
...funding--classroom materials and renovations

B. January 1974
...eight more pilot centers
...heavy emphasis on these centers for continuity with primary education

The first step...is for the superintendent to propose to the board of education a tentative plan for operation of a kindergarten for their consideration. The board would need to consider such matters as standards, fiscal policy, physical facilities and personnel qualifications relative to this program. If the board is in position to adequately finance this phase of the educational program, they may give approval and set up overall policies of operation. It will become the responsibility of the superintendent to expedite the work under the board policies. (1)

IMPLEMENTATION:

In addition to the Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the revised edition of Alabama Kindergartens, Bulletin 1975, No. 19, should be used in establishing and evaluating a kindergarten program. In the State Board of Education meeting on September 3, 1975, this bulletin was approved as the official guide for program planning and implementation. (4)

The kindergarten program must be organized and administered within the context of a total school program.

A professional staff member must be assigned by the superintendent to assume responsibility for coordination of the kindergarten program at the system level.

The program must be under the supervision of a principal who will promote program continuity between the kindergarten and other elementary grades. (4)

Pilot programs for five year olds: eight school systems operating the first state funded program for five year olds. (6)

PROFESSIONAL DEVELOPMENT:

1. Certification:
   Kindergarten-prekindergarten teachers, paraprofessionals and administrators--required
   Elementary certificate is not applicable for kindergarten and prekindergarten teaching.

2. Responsibility of Certification: State Department of Education

3. Teacher Education:
   11 colleges with degrees in Early Childhood Education
   13 colleges with some work in Early Childhood Education

August, 1973

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY

Requirements for Class B Early Childhood Certificate

A Class B Professional Certificate in Early Childhood Education authorizes the holder to teach children who range in ages 4-8. This certificate is valid for a period of eight years.

In order for a person to be issued this certificate, he must meet one of the following sets of requirements:

1. Graduates from institutions in Alabama

   Persons who have graduated with a baccalaureate and/or master's degree from an accredited institution which has met requirements prescribed by the Alabama State Board of Education for the preparation of teachers of young children and has completed the institution's Early Childhood Education program.

2. Graduates from institutions from other states with Early Childhood Education programs approved by the National Council for Accreditation of Teacher Education.

   Persons who have completed teacher preparation programs in states other than Alabama must submit a transcript from the institution certifying that they have graduated with a baccalaureate in Early Childhood Education.

3. Graduates from accredited institutions from other states with Early Childhood Education programs <u>not</u> approved by the National Council for Accreditation of Teacher Education.

   Persons who have completed teacher preparation programs in institutions in states other than Alabama must submit transcripts from the institutions certifying they have graduated with a baccalaureate degree in Early Childhood Education.

Kindergarten Accreditation:
Prior to September 1, 1975, public school kindergartens could not be state-accreditated even though 38 percent of the state's elementary schools are state-accredited. However, with the State Board approval of Accreditation Standards for Elementary Schools, Grades K-8, public schools may complete the accreditation process for their kindergartens.

EVALUATION:

In addition to the Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the revised edition of Alabama Kindergartens, Bulletin 1975, No. 19, should be used in establishing and evaluating your kindergarten program.

RESOURCES

1. Alabama Kindergartens; State Department of Education, Montgomery, Alabama, 1970.

2. School Law: § 162. Kindergartens and playgrounds.

3. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, #65, April 1975.

4. Memorandum:

   TO: National Association of Early Childhood Education Specialists
   FROM: Alabama Department of Education
   DATE: November, 1975

5. Policies for Early Childhood Education; State Department of Education, Montgomery, Alabama, 1974.

6. Memorandum:

   BY: State Department of Education
   DATE: November, 1974
   SUBJECT: Early Childhood Unit

7. Approved by Louise S. Higgins, Chief Specialist, State Department of Education.

8. Evaluation Guide for Early Childhood Education Programs, Teacher Education, Department of Education, Montgomery, Alabama, 1969.

9. Alabama Early Childhood Education Teacher Aide Guide, Division of Instruction, Montgomery, Alabama, 1974.

Alaska: Early Childhood Education

DEFINITION:

"...encompassing the learnings that a child experiences between birth and age eight."

ADMINISTRATIVE AGENCY: Local school districts; permissive program

LAWS, REGULATIONS, BOARD POLICY:

§ 14.03.080 Free education.
...five years of age or who will become five years of age before November 2 following the beginning of the school year...may enter public kindergarten.

House Bill 592: Amendments to Laws:
§ 14.30.180
...provide competent education services for the exceptional children who are at least three years of age...and for whom the regular school facilities are inadequate or not available.

GUIDELINES:

Alaska Model for Early Childhood Education in Alaska serves as guidelines.

DESCRIPTION OF DESIRED PROGRAM:

"The design of any Early Childhood Education program specifically resides in the neighborhood and community. The implementation of any given model is based upon it adaptability to local environments and conditions."

The broad goals for Early Childhood Education include the following, which have been adapted from a working paper from the Department of Education, December 1970:
Good educational programs...should take place in learning environments that foster each individual's unique patterns of growth and development... should be planned, operated and evaluated by adults who know the natrue of children, how they develop and how they learn...recognize that each child is different, and that each child's physical, emotional, intellectual, aesthetic and social development is interrelated and interdependent; ...each individual functions as a total being...any malfunctioning in any one of the five aforementioned broad areas interferes with the proper functioning of the others. Good...psychological needs in a safe, healthful, child-oriented environment equipped with appropriate supplies, materials and furnishings...providing for the child's immediate needs,... simultaneously developing a sound basis for each child to realize self-fulfillment in the future.

Statement of the Child: Population study--see appendix.

The Parent:
"The growth and development of young children, primarily the responsibility of parents, with support of social, health, educational agencies in the community and state

Community Component:
The most important part of any Early Childhood program is when and where growth and development experiences for children are provided--in families, communities and/or schools.

Crucial activities in Early Childhood Education in communities include:
a. Parental activities...carried out with children as a part of planned activities.
b. Parental involvement in establishing policies.
c. Structured, sequential educational experiences for individual children and groups with adults and materials in a variety of situations.
d. Community centered, child diagnostic services, including educational, health, nutrition, medical, dental and so forth.
e. An orderly community procedure for maintaining the program in relation to external agencies and groups.
f. A carefully designed relationship between the Early Childhood Education program and the school program in each community, as developed by parents, community leaders and professionals.

PLANNING SYSTEM:

IMPLEMENTATION:

An Early Childhood Education system in Alaska should proceed systematically to provide optimum growth and development experiences for all children from ages birth to eight in a comprehensive, phased program utilizing a variety of funds and resources in a coordinated manner.

A long-range, inclusive strategy for Early Childhood Education:
a. The implementation of a major program in Early Childhood Education must be made accountable in terms of parents, communities and relative value in competition for scarce resources.
b. Each social and governmental agency can be a cooperative participant in the plan and its implementation, rather than a competitor for programs and funds.

PROFESSIONAL DEVELOPMENT:

1. Certification:
   Early Childhood Education teachers and administrators--required
   Paraprofessionals--not required
   Elementary Certificate applicable for Early Childhood Education teaching.

2. Preparation programs for Early Childhood Education must focus on:
   a. Training to meet the objectives of the Early Childhood program.
   b. Training to recognize the contributions of other adults and groups to the Early Childhood Education program.
   c. Enabling the individual participant to enter a career lattice of training, ranging from parental participation to certification in Early Childhood Education.
   d. Training local policy, decision-making and coordinating committees and boards.

3. Responsibility of Certification: State Department of Education

EVALUATION:

"Research and evaluation of Early Childhood Education programs is facilitated through a comprehensive plan and enables both cost/progress and cost/effectiveness analyses."

ADDITIONAL INFORMATION:

State Component. A series of state-level activities are needed for the successful implementation and maintenance of an Early Childhood Education program in Alaska:

1. Establish legislation which enables the State of Alaska to enter into the planning and operation of Early Childhood Education by an extension of the foundation program to a lower age.

2. Establish and define, at the state level, means for coordinating all state services which focus upon young children, including health, education, welfare and others.

3. Establish and maintain a series of guidelines and standards for Early Childhood Education, including such things as the licensing and certification of personnel, approval of training programs for teachers and teacher assistants and health and safety standards for public and private Early Childhood centers.

4. Identify and maintain fiscal resources for Early Childhood Education programs from multiple state and federal funding bases, including Head Start, Title I of ESEA and state resources, among others.

5. Establish and maintain data and information about the effectiveness of Early Childhood programs.

6. Review, revise and update the comprehensive plan for Early Childhood Education.

7. Establish and maintain human and material resources for Early Childhood Education.

R E S O U R C E S

1. Early Childhood Programs: A State Survey 1974-75; Education Commission of the States, 1975.

2. School Law: § 14.03.080 Free Education.

   § 14.30.180 Ammendment to Laws.

3. Alaska Model for Early Childhood Education in Alaska; State Department of Education, Juneau, Alaska, 1972.

4. A Long-Range, Comprehensive Plan for Early Childhood Education in Alaska; State Department of Education, Juneau, Alaska, June, 1972.

5. Approved by Rosalee Walker, State Department of Education.

Arizona: Early Childhood Education

DEFINITION:

Grades kindergarten to third.

ADMINISTRATIVE AGENCY: State Department of Education; mandatory program (2)

LAWS, REGULATIONS, POLICIES:

...1971 legislation providing for mandatory state supported kindergarten in all public schools...

ARS 15-102. Powers and Duties.
The State Board of Education shall: Prescribe a list of optional subjects to be taught in all common schools. The list shall include...kindergarten...

ARS 15-448. Kindergartens and Special Departments; Special Teachers.
The board of Trustees may...employ special teachers in... kindergartens...

Each common school district shall establish a kindergarten program, unless the governing body of such common school district files an exemption claim with the state department of education. A district is exempt from establishing a kindergarten program if it files, with the State Department of Education, an exemption claim which states that the establishment of kindergarten will interfere with the wrok of, or maintenance of efficiency in, the grades and that the kindergarten is not in the best interests of the district.

For the purpose of maintaining a kindergarten program a common school district board may rent or lease such buildings as may be necessary as provided by law. As amended, Laws 1972, Ch. 161.

ARS 15-302. Admission of pupils; Defining six years of age; Residents; Non-Residents; Tuition; Exclusion of Certain Children.
If a kindergarten is maintained, a child shall be deemed five years of age...prior to January 1 of the current school year.

"Daily attendance"--a minimum of one hundred twenty minutes but such attendance shall be counted as one-half day's attendance.

§ 15-321. Compulsory School Attendance; exceptions.
Every person who has custody of a child between the ages of birth and eight shall send the child to a public school for the full time school is in session within the district in which the child resides except that if a school is

operated on an extended year basis each child shall regularly attend during school sessions which total not less than one hundred seventy-five days, or the equivalent as approved by the superintendent of public instruction, during the school year.

§ 15-1131. Testing pupils in elementary grades.
A standardized reading achievement test adopted by the state board of education shall be given annually in the first week of October to all pupils who are enrolled in the third grade*...The state board of education shall promulgate rules and regulations governing the methods for the administration of all such uniform tests.

§ 15-1133. Acceptable tests.
Any test employed shall be uniform throughout the state. The tests shall be adopted for use by the state board of education, and shall be printed or purchased and distributed to the various school districts by the office of the state superintendent.

§ 15-1134. Tests results.
The results of any uniform tests...shall be reported to the state board of education...results shall include the score of each individual pupil,...each classroom,...each school and such other information or comparative data as the state board of education may by regulation require... The state superintendent...shall annually assess the effectiveness of reading programs. An annual report shall be submitted to the state board of education, the legislature, each district board of education in the state and all superintendents. The state board of education shall annually make recommendations to the legislature with respect to such test results and analysis which will enhance the quality of the reading program in the public schools.

§ 15-1135. Exemption.
*Pupils...determined to be mentally retarded, or excused from attending regular classes in a public school as prescribed by this title, shall be exempt from the testing requirement prescribed by this article.

§ 15-1010. Direct state action.
A. All school districts shall develop a district plan for providing for special education to all handicapped, except emotionally handicapped, children within the district.

B. On or before September 1, 1976, all handicapped, except emotionally handicapped, children shall be receiving special education programming commensurate with their abilities and needs.

§ 15-1101. Furnishing of free textbooks.

A. Free textbooks shall be furnished in the common schools and all state welfare institutions maintaining educational facilities.

B. The state board of education shall annually prepare lists of approved supplementary books from which the board of trustees of a school district may...purchase supplementary books.

§ 15-1097. Special education programs.

A. There shall be special educational programs to carry out the provisions of this article subject to certification by the state superintendent of public instruction and pursuant to the rules and regulations prescribed by the state board of education relating to the administration of this article.

B. The state board of education shall establish:
1. Testing standards and qualification requirements for students to qualify for each grade level...prior to and after completion of each program.
2. Minimum qualifications for instructors to teach...
3. That schools seeking support...have suitable facilities.

C. The superintendent of public instruction shall enforce the compliance of school districts with the requirements... of this section.

State Board Regulations (policy handbook)

Kindergarten subjects:
The State Board of Education requires that each common school district having a kindergarten program include three subjects out of the prescribed list of subjects to be taught for common schools and that Reading including Phonics be one of the three required. The kindergarten program shall be addressed to readiness for all subjects taught in the primary grades.

Subjects to be Taught: Reading
Years to be Taught: K-8

The official list of State Adopted Kindergarten Programs for 1972-78 includes materials from the following categories:

Assessment
Attitudes and Values
Careers
Comprehensive Program
Coordination and Perception
English as a Second Language
Health and Safety
Implementation
Language Arts
Manipulatives
Mathematics
Music
Science
Social Studies
Reading
Teacher Resource Books

GUIDELINES:

Kindergarten in Arizona publication could serve as guidelines.

DESCRIPTION OF DESIRED PROGRAM:

a. 36-60 square feet per child is desirable
b. child sized lavatories convenient to classroom
c. low drinking fountains

THE CHILD:

Children entering kindergarten exhibit wide variations in abilities and experiences. Although no child is exactly like any other child, most children go through somewhat similar stages of development. Characteristics common to most kindergarten children may be considered in three categories: intellectual, social/emotional, and physical.

PLANNING SYSTEM:

Plan Outline

I. Local and State Responsibilities

A. Local (School districts)

1. Establishes goals and specific curriculum objectives in reading, writing, and computation skills--April, 1975.
2. Establishes interim assessment instrument for specific curriculum objectives--May, 1975.
3. Drafts alternate learning procedures for instructional programs for all students. Defines basic learning procedure employed for each student--November, 1975.
4. Reports to State Board on Continuous Uniform Evaluation System (CUES) plan to be pilot tested during next school year--June, 1975.
5. Implements district-wide CUES for each/every student in the district as follows: a) individualized assessment survey to determine each student's position on continuum; b) appropriate placement of student on continuum and progress from that point; c) utilization of interim reference objective assessment as student completes each objectives; d) for students not progressing, application of alternate learning procedures--September, 1975.
6. Compiles and distributes cognitive survey data on each student to his teacher and parents.
7. Maintains a cumulative progress report with each student's position in each subject matter--September, 1975.
8. Provides written results of each student's achievement level to his parent or guardian at the end of each year--June, 1976 and thereafter.

a. The number of students predicted to achieve each of the objectives in each of the basic skill areas;
b. The number of students who have accomplished each of the objectives in each of the basic skill areas;
c. The number of students who have not accomplished each of the objectives in each of the basic skills areas.

B. State

1. Board of Education
   a. Approves a plan for Continuous Uniform Evaluation System--January, 1975.
   b. Reviews assessment and recommendations for potential policy implications--July, 1976.

2. State Department of Education
   a. Develops a procedural plan for a Continuous Uniform Evaluation System (CUES)--January 31, 1975.
   b. Prepares an instructional book which outlines the basic features of the system and gives instructions and training guidelines for the school districts--February, 1975.
   c. Prepares consolidated report of first phase of CUES operation, June 30, 1975.
   d. Assesses the results of the system's first year of operation and makes recommendations for future modifications and implementations--August, 1976. (5)

IMPLEMENTATION:

"At lowest level possible, e.g., the state believes in local control local school board policy, planning, and implementation." (4)

PROFESSIONAL DEVELOPMENT:

1. Certification: Early Childhood Education and administrators--required
   Paraprofessionals--not required
   Elementary Certificate applicable for Early Childhood Education teaching.

2. § 15-268. System of assessment and evaluation; filing dates.
   A. There shall be a system of assessment and evaluation of the performance of certificated teachers within each school district of the state which shall involve the development and adoption by each school district of objective assessment and evaluation guidelines for the improvement of instruction. In the development and adoption of these guidelines and procedures, the governing board shall avail itself of the advice of its certificated teachers.

   B. The system of assessment and evaluation developed and adopted by each governing board shall be filed with the State Department of Education by June 30, 1977.

3. Responsibility: State Department of Education

4. Teacher Education:
Three colleges offer some work in Early Childhood Education

EVALUATION:

Specific information found under section "Laws, Regulations, Policies" of this study.

§ 15-1131. Testing pupils in elementary grades.

§ 15-1133. Acceptable tests.

§ 15-1134. Test Results.

§ 15-1135. Exemption.

§ 15-268. System of assessment and evaluation; filing dates. (found under section "Implementation".)

RESOURCES

1. Kindergarten in Arizona, Arizona Department of Education, State Department of Education, September, 1974.

2. Early Childhood Programs: A State Survey 1974-75, Report #65, Education Commission of the States, April, 1975.

3. School Laws: § 15-102. Powers and Duties.

   § 15-148. Kindergartens and Special Departments; Special Teachers.

   § 15-302. Admission of pupils; Defining six years of age; Residents; Non-Residents; Tuition; Exclusion of Certain Children.

   § 15-321. Compulsory school attendance; exceptions.

   § 15-1131. Testing pupils in elementary grades.

   § 15-1133. Acceptable tests.

   § 15-1134. Tests results.

   § 15-1135. Exemption.

   § 15-1010. Direct state action.

   § 15-1101. Furnishing of free textbooks.

   § 15-1097. Special education programs.

   § 15-268. System of assessment and evaluation; filing dates.

4. Responses to this information were okayed by Beatrice J. Bates, Early Childhood Education Specialist, State Department of Education.

5. "Plan Outline," Continuous Uniform Evaluation System.

Arkansas: Early Childhood Education

DEFINITION:

The program in Early Childhood Education for children under six should be an integral and well-articulated part of the total elementary school program. "The function of the kindergarten," stated Frobel, founder of the kindergarten, "is to give young children employment suited to their nature, strengthen their bodies, exercise their senses, employ their waking, make them acquainted judiciously with nature and society, cultivate especially the heart and temper, and lead them to the foundation of all living--to unify with themselves."

ADMINISTRATIVE AGENCY:

State Department of Education; permissive program (3)

LAWS, REGULATIONS, POLICIES:

The Constitutional Amendment No. 53 of November 1968 and Act 63 of 1969, make it possible for school districts to have kindergartens as a part of their public schools in Arkansas.

§§ 80-1646. Kindergarten education programs authorized--approval. Local school districts are hereby authorized to incorporate a program of Kindergarten Education, on an approved program basis...for children five (5) years of age as a part of their overall elementary and secondary education program...must have attained the age of five (5) years on or before October 1, in the year...enrolled...shall present to the proper school authorities the child's birth certificate. Additonal legal requirements...shall be applicable...on the same basis as older children enrolled in the public schools.

The State Board of Education is hereby authorized to approve the incorporation of a program of Kindergarten Education in local school districts up to the maximum number of programs which are permitted by available funds; provided the following conditions are met:

a. Each approved program of Kindergarten Education for five year old children shall be allocated $9,000 annually if it is a full-day program or $4,000 if it is a half-day program.
b. Kindergarten teachers in state-supported programs shall be certified by the Department of Education.
c. In approving programs...the State Board of Education shall make reasonable rules and regulations which will enable counties and local school districts with meager financial resources to share on a proportionate basis in the funds available for Kindergarten Education.
d. ...to promulgate such rules and regulations as it deems necessary to implement the intent of this Act. The Department of Education shall make available to the Governor and members of the General Assembly, on an

annual basis, a report showing the location of programs of state-supported Kindergarten Education, the amount of money disbursed by counties and school districts, and the enrollments by counties and school districts. This provision shall be applicable during the first two (2) years of the program.

§ 80-1649. Charging of fees or tuition for kindergarten prohibited.
The specific intention of this section is to prohibit the charging of fees or tuition in order to pay for the operation of Early Childhood Education or Kindergarten Programs and no other interpretation shall be given to it.

§ 80-1650. Funds limited to approved programs--Approval of programs.
All Kindergarten Programs financed from tax sources must be approved by the State Department of Education.

§ 80-1651. Funds for centers for research or demonstration authorized--Consultative services.
Irrespective of any language in this Act (§ § 80-1644--80-1656), nothing shall be construed as prohibiting the General Assembly from providing funds for the purpose of establishing centers for research or demonstration purposes in order to provide state level leadership in the area of Early Childhood Education.

§ 80-1652. Rules and regulations for minimum standards.
The State Board of Education shall promulgate and adopt such rules and regulations as it deems appropriate providing minimum standards, including program standards and teacher certification standards, for the conduct of Kindergarten Programs and/or Early Childhood Education Programs.

§ 80-1653. Approval of private programs.
...a privately controlled and operated program for children of less than six (6) years of age is conducted in the state... may secure approval by the Department of Education by meeting the standards and regulations adopted by the Board.

§ 80-1654. Minimum age of child admitted to kindergarten--Maximum age of person admitted to public school.
Domiciliary residents within a local school district who... shall have attained five (5) years of age on or before October 1 of the year in which they are enrolled in an approved kindergarten program, and children who shall have attained six (6) years of age on or before October 1 in the year in which they are enrolled in the first grade, shall be enrolled in the district's public schools.

§ 80-1657. Kindergarten program not mandatory.
Nothing...shall be construed to require that a program of Kindergarten Education be mandatory on school districts of this State, and the establishment of programs of Kindergarten Education shall be optional with the School Districts in the State.

§ 80-1658. School districts to operate summer Kindergarten Program. If any school district shall determine that...it is not feasible for said school district to operate a program of Kindergarten Education for children five (5) years of age as a part of their overall education programs during regular school terms...may elect instead...to operate a Kindergarten Education program as authorized...for five (5) year old children, during the summer months, between regular school terms, and each such approved program or Kindergarten Education for five (5) year old children shall be allocated three thousand dollars ($3,000) annually if it is a full-day program or $1,500 if it is a half-day program to defray the cost of the summer months Kindergarten Education Program.

The State Board of Education shall set standards for approving programs of Kindergarten Education under the provisions of this Act except that no program shall be approved for less than a ten week term. (2)

Standards for Kindergartens can be found in Guidelines for the Development of Kindergartens in Kansas. Regulations listed and explained are:

Regulation I. Program

The program shall provide experiences designed to promote the intellectual, physical, social, emotional and aesthetic development of the kindergarten child. Experiences should also promote a positive self-concept and a desire to achieve.

Application for the approval of kindergarten programs must be made in writing to the division of Instructional Services of the State Department of Education and approval must be received by the district prior to the implementation of the program.

Regulation II. Physical Setting

A. The classrooms shall be designed for or remodeled to accommodate small children.

B. The classroom should consist of approximately 900 square feet which should accommodate not more than 25 children.

C. The classroom shall contain a sink for running water and should be self-contained as to restroom facilities.

D. Outdoor playground space shall be suitable for the number of children to be accommodated. (Ten acres or more are desirable for each elementary school.) Provision shall be made for safety.

Regulation III. Permanent Equipment

A. Chairs shall be stackable, designed to promote correct sitting posture and have seats varying in height from eight to 14 inches so that all children's feet can touch the floor.

B. Tables shall be from 20 to 24 inches in height.

C. Display space of 20 to 30 square feet per classroom should be provided.

D. Folding cots or quilted pads with washable covers should be provided for resting.

E. Adequate storage space for equipment should be provided.

Regulation IV. Organization

A. Length of term shall be the same as that of the elementary school - minimum of 175 days.

B. Length of day may be either a half day or the full day. The full day program is recommended where feasible.

C. Class size should not exceed 25 pupils per classroom in a full day program. Class size should not exceed 20 pupils in a half day program where the teacher reaches two shifts. This is applicable to each class and should not be construed as an average.

D. Information concerning the kindergarten shall be reported in the Annual Elementary School Report.

E. The kindergarten program shall be an integral part of the elementary school program and operate under the supervision and administration of the regular school staff.

F. Provision for movable interest centers within the classroom such as the following should be developed:

1. Arts and crafts center
2. Block building center
3. Dramatic play center
4. Manipulative materials center
5. Library center
6. Music center
7. Display center

Regulation V. Staff

A. The teachers shall hold a provisional certificate for kindergarten or the standard Six-Year K-6 Elementary Certificate.

B. Teacher aides to assist certified teachers are recommended.

Regulation VI. Entrance Age

Pupils shall have reached the age of five years on or before October 1 of the school year in which they enter kindergarten. A birth certificate shall be presented to the proper authorities upon registration of the child (Act No. 63 of 1969)*.

*A pupil who reaches the age of five years upon October 2 is not eligible for enrollment. This fits in with the age requirement of six years by October 1 for children entering the first grade.

GUIDELINES:

Guidelines for the Development of Kindergartens in Arkansas, State Department of Education, Little Rock, Arkansas, 1970.

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT:

Specialists Certificates K-6 (based on a minimum of a Bachelor's Degree and valid for six years)

Professional Requirements: Education - 18 semester hours of elementary education including study of the school, of the learning processes, and of elementary teaching, including a methods course in Reading and six semester hours of Directed Teaching.

1. Kindergarten Certificates (Effective July 1, 1969) (unchanged)

   Provisional K-6 Elementary Certificates

   Any teacher holding a six year certificate may be provisionally certified to teach in kindergarten for one year provided she has three semester hours in Child Development and three semester hours in Kindergarten Methods and Materials. The certificate may be renewed annually by earning six semester hours in Early Childhood Education and other areas in which she may be deficient for holding the standard K-6 certificate.

   Standard K-6 Six Year Elementary Certificate

   An applicant for the Standard K-6 Elementary Certificate shall meet the following requirements:

   a. Bachelor's Degree in Elementary Education or Early Childhood Education which meets requirements for standard six year elementary certificate.

   b. Three semester hours in Child Development.

   c. Six semester hours in Early Childhood Curriculum Methods and Materials.

   d. Six semester hours of practicum in Early Childhood Education* including three semester hours in Kindergarten.

*Practicum in Early Childhood Education includes various practical experiences in teaching kindergarten children.

2. Responsibility of Certification: State Department of Education

3. Teacher Education:
   10 colleges with degrees in Early Childhood Education
   1 college with associate degree in Early Childhood Education
   11 colleges with some work in Early Childhood Education

EVALUATION

Within the guidelines, a section is devoted to assessment of the child in three areas: cognitive, affective, functioning. No mention is made of evaluating the total program.

RESOURCES

1. Guidelines for the Development of Kindergartens in Arkansas, State Department of Education, Little Rock, Arkansas, 1970.

2. School Laws--

   80-1646 Kindergarten education programs authorized--approved.

   80-1649 Charging fees or tuition for kindergarten prohibited.

   80-1650 Funds limited to approved programs--approval of programs.

   80-1651 Funds for centers for research or demonstration authorized--Consultant Services.

   80-1652 Rules and regulations for minimum standards.

   80-1653 Approval of Private Programs.

   80-1654 Minimum age of child admitted to kindergarten.

   80-1657 Kindergarten program not mandatory.

   80-1658 School districts to operate summer Kindergarten program.

3. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, #65, April 1975.

EARLY CHILDHOOD EDUCATION IN CALIFORNIA

Superintendent Wilson Riles gave the Task Force on Early Childhood Education the responsibility of developing a comprehensive, integrated master plan for Early Childhood Education, and on November 26, 1971, the task force submitted to the Superintendent a report on its efforts in this area. The basic principles and philosophy of the task force, as expressed in that report, are as follows:

> The past decade has produced a new body of educational, psychological, and medical research documenting the crucial importance of the first eight years of life. And we (the task force) are convinced that these early years are critical in determining the future effectiveness of our citizens and in the long-range prevention of crime, poverty, drug addiction, malnutrition, neurosis, and violence. Even though research is still in progress and conclusions continue to evolve, we believe there is enough evidence to indicate that the following are clearly warranted now:
>
> 1. The people of the state of California must make a long-range commitment of funds to the proposition that the first eight years of life are the most important period in determining the future effectiveness of all our citizens.
>
> 2. Implicit in this commitment is the recognition of the desirability of providing equal educational opportunities for all children. Certainly every child aged four through eight, regardless of his environmental, emotional and physical needs, should be included in this recognition. Programs must provide for identifying these needs, for ways of meeting them, and for means of assessing and reassessing program effectiveness. Since it is clear that early diagnosis, intervention, and prevention are dependent upon a close liaison among educational, social, and health services, a cooperative, working relationship among persons in these fields is vital.
>
> 3. School should be a happy place, a stimulating environment in which children can make continuous progress, in which they will want to learn, and in which they can achieve success, both personal and academic. In order to make the early years of learning truly effective, assessment of appropriate and significant developmental levels must be the basis for planning the educational program for each child. If and when needed, corrective social, medical, and psychological facilities must be made accessible to permit the young individual to reach his full potential.
>
> 4. Because we recognize the importance of parents in the education of their children, we strongly affirm that parent education and involvement must be an integral part of all Early Childhood Education Programs. Parents should be included in both the planning and evaluation of individualized instruction for their children.
>
> 5. There must be encouragement of local autonomy and creativity in program development, with provision for maximum flexibility within broad state guidelines. School districts and other agencies involved in the programs must be allowed freedom to experiment and individualize to meet the needs of the children they serve.

6. Accordingly, then, we believe it is essential that California establish at once for primary children a broadly based educational program that includes children at least one year younger than those beginning school now. This proposal will require school districts to restructure and expand existing programs in order to bring about the maximum development of every child aged four through eight. Implicit in this proposal, too, is the recognition that the individual child is the unique recipient of instruction. We therefore believe the present large group approach to the education of primary children must change significantly in order to make possible the necessary personalized instruction.

Given this mandate from the Task Force on Early Childhood Education, the Department of Education has developed a plan to implement the intent of the task force report. The plan is set forth in two parts.

Part one of this plan is a narrative description that sets forth the goals, program considerations, and alternatives to be considered by each school district in developing a master plan for Early Childhood Education.

The plan for Early Childhood Education has as its goal the restructuring of primary education for California's public school children. The program for young learners from four through eight years of age does not suggest "more of the same" or "pushing kindergarten downward." It provides for a system of public education that offers "access to success" to all children. This system will be designed to provide all children with the opportunity and the motivation to attain mastery of skills that are basic to their academic and personal achievement in school and in life. It is important to note that the plan stipulates that school attendance of the child will remain optional until age six. However, it is intended that in the near future an approvable program will be offered to all children whose parents wish them to attend public school at age four.

The proposed plan attempts to capture the imagination, talents, motivations, and commitments of communities and their lay and professional representatives in the following ways:

1. By recognizing that the greatest potential for the success of the new primary school program rests with persons within communities and school districts who are earnestly willing to address themselves to the educational needs of young children and who are willing to commit their talents and energy to the development of Early Childhood Education programs appropriate to the specific needs of children in their communities.

2. By offering priority funding to districts that have most effectively addressed themselves to local needs.

3. By offering an expansion of funding on a planned sequential basis to those districts that have directed their resources and energies to t the development, implementation, and demonstration of program excellence based on locally developed program objectives that reflect the characteristics of the communities concerned.

4. By providing opportunity to demonstrate that public education is at its best when it is held accountable for meeting the needs of communities and when it is rewarded for success in this area.

Part two of the plan is a detailed description of the financial resources to be allocated to the Early Childhood Education programs, a strategy for funding school districts, and legislative proposals to expedite the intent of the plan, as follows:

1. The Department of Education will reorganize the existing application procedures for all appropriate federal and state funds to guarantee that highest priority be given to Early Childhood Education.

2. State Board of Education guidelines will require that all school districts ensure the coordination and concentration of all appropriate federal and local resources to implement the intent of the program being submitted for approval.

3. Highest priority for program approval and funding under State Board of Education guidelines will be granted to those school districts that have demonstrated coordination, concentration, and redirection of all appropriate financial and human resources to implement their programs.

4. Financial resources will provide an opportunity for a new type of public education for all children who attain the age of three years and nine months as of September 1 of the current school year.

5. Financial resources will provide for a comprehensive, articulated and expanded educational opportunity designed to provide each four- through eight-year-old child with "access to success" based upon his unique interests, talents, and capacities.

6. Additional financial resources will be provided to expand programs and provide services to children from low-income families.

7. During the phase-in period, grants will be made only for the benefit of those pupils who are included in programs that are operating in accordance with an approved plan.

8. An evaluation program will be established to monitor and review programs systematically. Local expansion will be authorized only after substantial achievement of initial program objectives has been demonstrated.

9. Legislation will be prepared to stipulate that approval of a district's program design and application under State Board of Education guidelines will constitute a waiver of specific constraints set forth in the Education Code and in the California Administrative Code, Title 5.

EARLY CHILDHOOD EDUCATION PROPOSAL: A MASTER PLAN
REDESIGN PRIMARY EDUCATION IN CALIFORNIA

California's Early Childhood Education Proposal for kindergarten through the third grade is presented. This plan is intended to restructure primary education in California. The background of the plan and its intentions are covered in an introductory section on Early Childhood Education in California. Part one: plan for Early Childhood Education deals with: (1) the importance of Early Childhood Education; (2) the problems involved; (3) recommendations for coordinating and strengthening Early Childhood Education; (4) development and implementation of the school district plan; (5) the role of the State Department of Education; and (6) the functions of other agencies. Part two: financial resources and legislative proposals for the Early Childhood Education program in California deal with: (1) estimated enrollment and costs of the Early Childhood Education Program; (2) parent participation in the program; (3) extended day care and the Early Childhood Program; (3) administration of the Early Childhood Education Program by the State Department of Education; and (4) other legislative Provisions. Specific estimated budgeting and enrollment figures are presented in tables.

CURRENT INFORMATION (DECEMBER 1, 1972)
SENATE BILL 1302 (DYMALLY)

Dr. Riles' proposal for redesigning and revitalizing Early Childhood Education in California was signed into law by Governor Reagan November 27, 1972. Copies of the bill may be requested from the Legislative Bill Room, State Capitol Building, Sacramento 95814.

The Early Childhood Education Proposal is the original plan proposed to the State Board of Education in March, 1972. Please note that in the final version of the legislation which was passed and signed there were some significant amendments made to this proposal as originally drafted. These are:

1. Four-year-olds have been deferred for two years. The plan now includes only K-3 children.

2. For the first year, 12 per cent of the primary children will be included. The figure was originally set at 15 per cent.

3. The cost for the first year is $25,000,000. The original figure was $51,000,000.

4. For the second year, the total figure is $40,000,000. It was originally $121,000,000.

5. Although the funding was originally intended to be on a five year phase-in basis, the amended bill now requires another appropriation bill after the second year.

Guidelines are now being written for submission to the State Board of Education. It is expected that Guidelines will be ready for dissemination by early February, 1973.

PART ONE
PLAN FOR EARLY CHILDHOOD EDUCATION

This plan for Early Childhood Education has as its goal the restructuring of primary education for children in California's public schools. It presents a comprehensive view of ways to improve educational opportunities for four-year-olds and to increase the opportunity for kindergarten and primary school children to master the skills basic to successful achievement throughout their lives.

The Importance of Early Childhood Education

During the past decade, much concern has been generated over increasing numbers of children who fail to reach even minimal standards of achievement in school. As a result, a wide variety of programs for young children have been created in the hope that earlier attention to basic learning experiences might improve the immediate achievement and prevent the later failure of these children. This hope was based on ample research evidence showing the critical nature of early learning.

The Problems Involved

There are approximately 350,000 boys and girls in each grade level of California's 958 elementary and unified school districts. For large numbers of children in the existing system, the challenges of mastering the basic skills of reading and arithmetic are overwhelming. Too often for too many the costly pattern of failure of these children is fixed as early as third grade and continues until they become high school dropouts. For example, data gathered through the statewide testing program reveal the following:

1. In nearly one-third of the elementary schools, 75 percent of the boys and girls achieve less than one month's growth in reading for one month's instruction.

2. In one-tenth of the schools, more than one-half of the children are severely retarded in reading by the end of third grade.

3. California's state average ranks markedly below national norms when arithmetic skills are measured at the sixth grade level. Between 1969 and 1970 alone, the state average dropped four percentage points.

In addition, it has been determined that one out of every six high school students in California drops out of school before graduation.

Attempts to solve the problems just mentioned have resulted in many programs that focus on providing education in the child's earlier years. These programs are based on ample research in child development showing the critical nature of early learning. Examples of generalizations from this research are the following:

1. A significantly high degree of a child's total intellectual potential is developed prior to age eight.

2. In the early years even minor improvements in the learning environment make a big difference. Strong foundations provided during the early years are the most promising bases for later growth and achievement.

3. Although improvements have been made through these programs, research and experience have taught that much still needs to be done to increase their impact.

It costs less for California taxpayers to provide quality education for young children than to invest huge sums of money in expensive remedial programs when those children are older.

Many different programs, both public and private, have been developed in California in an attempt to provide desirable educational experiences for children before they come to school. The following information reveals, however, that these programs are not offered to all children equally and that they are operated under such a wide variety of auspices that costly fragmentation of effort is inevitable:

1. The Division of Compensatory Education in the State Department of Education coordinates the state preschool program; ESEA, Title I, preschools; migrant preschools; and children's centers. Other preschool programs, such as Head Start, parent participation nursery schools, and parent cooperatives, are not part of this coordination effort.

2. Compensatory programs serve only 50 percent of the approximately 60,000 economically disadvantaged four-year-olds in this state. These programs serve only 29 percent of the total population of four-year-olds.

3. At present, school is not mandatory until age six in California. Kindergarten is optional in this state, and approximately 15 percent of our five-year-olds do not attend kindergarten.

4. Many positive but uncoordinated attempts have been made to meet the educational needs of five- through eight-year-olds. Examples of these include ungraded primary schools, the use of teacher assistants, innovative instructional materials, and individualized teaching techniques. Federal and state funds have been provided for these supplementary school programs affecting five- through eight-year-old children who are in special categories.

5. ESEA, Title I, and follow-through programs serve roughly 40 percent of the pupils who are eligible on the basis of economic disadvantage. Miller-Unruh programs serve approximately 50 percent of these pupils. Enrollment in other programs offered under migrant education or ESEA, Titles III, VI, or VII, is relatively light.

6. Approximately 76,000 four- through eight-year-old children are in programs for the exceptional. This includes the deaf, hard of hearing, blind, partially seeing, orthopedically handicapped, aphasic, mentally gifted, and educationally handicapped; children in developmental centers for handicapped minors; and children in speech therapy. However, the State Department of Education estimates that there are more than 90,000 additional exceptional children in this age group who should be receiving special services. These children would receive such services as a result of the new primary school plan if it were to be fully implemented.

RECOMMENDATIONS FOR COORDINATING AND STRENGTHENING EARLY CHILDHOOD EDUCATION

As a result of expert analyses of Early Childhood Programs, some causes of program weakness and some promising practices that should be continued have been identified. The following recommendations incorporate findings for coordinating, strengthening, and extending Early Childhood Education in California.

1. Assessment of needs. Needs identification is basic to ensuring that program purposes and objectives are geared to the particular requirements of the learners for whom the program is intended. A program is much more likely to be productive of real gains among young learners if supporting funds are allocated according to the priority needs of the children involved.

2. Enrollment of children at age four. After a careful review of information, the Early Childhood Education Task Force recommends that enrollment of four-year-old children in this proposed program be made optional.

3. Continuity. The follow-through program has demonstrated that children should be "followed" as they progress through school with a planned effort that builds upon their early educational experience so that original gains are not lost. Results of programs for four- and five-year-olds followed up in this way have been decisive.

4. Coordination. Today all the information obtained through research, practice, and evaluation point to the value of coordinating the various Early Childhood Programs into one concentrated effort. Programs funded from federal, state, and local sources and combinations of these sources must be directed toward clear-cut goals.

5. Individualized diagnostic instruction. When teachers focus on the instructional needs of the child and employ appropriate programs and materials, the child's achievement is enhanced. When grouping occurs, it must be on the basis of similar needs identified among children. Instruction specifically geared to the identified needs of the learner is of critical importance in ensuring that the appropriate achievement objectives are reached by each child and, furthermore, that children are not working on objectives that they have already reached.

6. Parent involvement. Abundant research indicates that children make greater progress in school when parents participate in program planning, work in the classroom as volunteer aides, or acquire skills that enable them to help their children at home.

DEVELOPMENT AND IMPLEMENTATION OF THE SCHOOL DISTRICT PLAN

Each school district will develop a plan for Early Childhood Education that is consistent with state guidelines and yet meets the unique needs of the communities involved. Accordingly, each district will develop a master plan for Early Childhood Education and will submit it for approval to the Department of Education, which will act in accordance with State Board of Education guidelines. The plan must include a carefully designed five-year phase-in period, with no more than 25 percent of the district's schools to be initiated into the program during any one year.

Development of a district Early Childhood Education plan and its implementation is optional during the first five years of this program. However, after that, every district not already involved in the program will be required to submit an approvable district plan for all children four through eight years of age. The district will at that point initiate its five-year phase-in plan. During the phase-in period, only programs that operate in accordance with an approved plan will be eligible for additional funds.

An evaluation program will be established to monitor and review programs systematically. Expansion of program implementation plans will be authorized only after substantial achievement of initial program objectives has been demonstrated.

Nine factors will be considered in approving a district's plan for Early Childhood Education: (1) needs assessment; (2) goals and objectives; (3) individualization of instruction; (4) staff development; (5) parent-community involvement; (6) auxiliary services; (7) evaluation; (8) coordination and continuity of resources; and (9) initiation of program.

School-by-School Needs Assessment

The discrepancy between what currently exists and what is needed must be determined. School administrators must examine their school's curriculum and assessment data regarding the pupils enrolled to determine the school's current educational status. In determining what is needed, school administrators must consider pupils in terms of their culture, language, physical and psychological needs, and past accomplishments in school. The school must also examine the composition of the community it serves--its size, density, economic base, and ethnic and cultural composition and the wishes of parents.

School administrators should assess the resources of the school and community as they relate to the needs of children. They must identify and consider existing programs for four-year-olds, private preschools, parent participation preschools, parent cooperatives, and public school programs. They must assess the existing program for kindergarten through grade three and stress the need for coordination between that program and programs for younger children. In addition, school administrators should examine all available community resources (volunteers, organizations, and agencies) to determine how such resources might be better coordinated within the newly designed educational program.

Goals and Objectives

The Legislature has encouraged personnel in school districts to develop their own educational goals and objectives. Evaluation of certificated employees has been made mandatory (Education Code Section 13489). These legislative actions have established an environment in which local goals and instructional objectives have been or are being developed.

The instructional objectives in the district plan should specify the pupil performance that is desired both at the termination of the Early Childhood Program and at regular intervals in the course of the program. These objectives should be specifiable and measurable and should be related to assessed needs and learning experiences in the classroom.

As a minimum, districts will establish performance objectives for children that reflect state objectives in reading, language development, and mathematics. In addition, the districts should determine appropriate performance objectives in physical and social sciences, creative arts, career education, health and physical education, and all other areas of the Early Childhood Education curriculum indicated by the local needs assessment.

It is important to note that the child develops his intellectual, social, and physical skills simultaneously but at different rates. Educational objectives should reflect the interaction among these skills. Moreover, methods of motivating pupils to achieve continuous academic success should be examined.

In accordance with the priorities for teaching the basic skills that have been established by the Superintendent of Public Instruction and the State Board of Education, the following has been prepared as a general frame of reference for the development of local goals and objectives in these areas:

1. Reading and language development. The development of language is the foundation upon which all learning takes place. It is the base that allows for communication with others, which is essential in education. A child who fails to acquire linguistic competence will be impaired in both comprehension and performance. The component skills of listening and speaking precede, but should continue to grow with, the development of skills in reading and writing.

   When the child completes the Early Childhood Education program, it is expected that he will be able to perform adequately in the communication skills of listening, speaking, reading, and writing and in the use of language to express abstract thought. Needs assessments and objectives for districts serving bilingual children are expected to reflect the special requirements of such children.

2. Mathematics. The solution of mathematical problems depends on the logical organization of information. The beginnings of logical thinking or reasoning ability have their roots in the early childhood years. The Early Childhood Education program should, therefore provide many opportunities for children to identify likenesses and differences, classify and categorize concrete objects, find patterns, and state generalizations. These activities are the starting point for the study of mathematics and the development of logical thinking. By the time they complete the Early Childhood Education Program, children should have developed competency in basic arithmetic skills and mathematical concepts.

Individualization of Instruction

The local proposal should include a complete description of the instructional plan to be employed in meeting the goals and objectives of the program. The plan should include a description of instructional materials, equipment, instructional methods, staffing patterns, and the learning environment. The creative use of facilities should also be described in the plan.

Each plan must provide for the individualization of instruction and should explain exactly how this will be done. For example, the plan should list the ways in which the instructional staff, in cooperation with the parent and child, will set objectives, diagnose pupil needs, prescribe learning experiences, and assess and modify the program as needed.

Individualized approaches to instruction will demand a new look at teaching and the role of the teacher. No longer simply the conveyer of information, the teacher becomes a planner and manager of all resources and activities within the learning environment. Individualized instruction requires time, space, materials, and, above all, well-trained people. Primary classrooms now have one teacher for approximately 30 children and, in rare cases, a teacher assistant. The plan for the new primary school program should deal with alternative staffing patterns designed to reduce the adult-child ratio and thus better meet the pupils' needs, as documented in the plan.

These patterns will vary from district to district in accordance with the skills of the teaching staff, the current and proposed inservice education program, administrative support, the quantity and quality of human resources available, and the budget.

Staff Development

The local plan should include both a design and adequate resources for a continuing program of inservice education. A staff development program should be designed for teachers, aides, administrators, and auxiliary staff members. This program should include measurable objectives designed to meet the needs of the staff so that the members of the staff, in turn, can meet the goals of the early childhood education program.

Parent-Community Involvement

Each school district should develop a comprehensive program of parent participation and parent education activities related to the requirements of the school and the needs and desires of the parents. Parents, as well as other members of the community, should be involved in the initial planning of the Early Childhood Education program and also in its implementation, evaluation, and modification. Each district should establish a broadly based parent-community advisory group with clearly defined functions and responsibilities.

The plan should identify ways of involving parents more actively in their children's education. For example, parent education activities might be directed toward training parents as teacher assistants. Parents might also be interested in learning how to use community resources, how to help their children at home, and how to improve the health and nutrition of the family.

In addition to parents, representatives from the community at large may help strengthen the local proposal. These representatives might include senior citizens, junior and senior high school and college students, members of local organizations, and persons from agencies and businesses. Some of the ways in which both men and women, young and old, can assist in the primary school program are as follows:

Helping with teaching activities
Tutoring
Contributing information about various careers
Assisting in bilingual situations
Acting as liaisons between the school and community agencies

In developing their plans for Early Childhood Education, districts should incorporate the initiation or expansion of day care in children's centers for children in needs of such care. Plans should include extended day care for eligible children four through eight years of age. The educational component of the day care program should be coordinated with the program developed for Early Childhood Education.

Auxiliary Services

The district plan should also deal with the way auxiliary services will be employed, and these services should emphasize prevention rather than remediation. The expanded teaching team, in addition to school administrators and parents, might include a nurse, dental hygienist, nutritionist, counselor, psychologist, social worker, and speech therapist. Auxiliary staff members could be involved in designing health components for use in the curriculum and in diagnosing and prescribing activities to meet the special needs of the pupils. They could also provide training for teachers, administrators, and parents, and, when necessary, they could work directly with children.

Every attempt should be made to utilize available medical, dental, social, and psychological resources in the community. The parent advisory group and community organizations can assist the school in identifying resources and can act as a liaison in ensuring that essential services reach the children.

Evaluation of the Program

The district plan should deal with the roles of the professional staff and the community in the total evaluation process. Acceptable criteria for monitoring the program must also be developed, and regular analyses should be made to determine the degree to which the program is successful in meeting its objectives. Appropriate modifications in strategies should be made in the program when necessary. Assessment, diagnosis, and evaluation should be used to strengthen the program rather than simply to meet the requirements for obtaining funding.

The plan should describe the method for monitoring the local Early Childhood Education effort and outline a system that will maintain the continuous and regular collection of information. In accordance with State Board of Education guidelines, necessary information will be transmitted regularly to appropriate state and federal agencies.

Coordination and Continuity of Resources

The local plan should be well coordinated and should describe methods for employing personnel effectively; involving the community and parents; selecting

instructional materials; employing auxiliary services; installing a staff development program; installing a management support system; coordinating all federal, state, and local funds; and identifying all possible resources that might be used to strengthen the Early Childhood Education program.

This plan must ensure close coordination from year to year as the child progresses through the primary program. This emphasis on continuity will maintain the gains made by pupils over a period of time.

Initiation of Program

There are many ways to initiate an Early Childhood Education program or extend one already in existence. For example, a district may begin with the optional enrollment of four-year-olds and then restructure the program each succeeding year for these children as they move through the primary grades. Other districts may restructure their existing programs for five- to eight-year-old pupils, adding the optional enrollment of four-year-olds as resources become available. Still others may plan for full-scale effort for all their four- to eight-year-old pupils.

THE ROLE OF THE STATE DEPARTMENT OF EDUCATION

The role of the State Department of Education is to provide both leadership and services to school districts. The Department is committed to the following responsibilities to ensure the success of locally developed Early Childhood Education programs:

1. Helping identify the goals and objectives of education. The State Legislature in recent sessions has made it abundantly clear that the credentialed staffs of school districts are to develop educational goals and objectives for their schools. The Department of Education is charged with working cooperatively with intermediate agencies and school districts to identify sequences of skills and broad performance objectives and to disseminate information on outstanding examples of local goals and objectives.

2. Organizing internally to achieve statewide goals. The Department of Education is undergoing a functional reorganization so that its personnel will be able to concentrate on priority areas. One of these priority areas, established by the State Board of Education and the Superintendent of Public Instruction, is Early Childhood Education.

3. Providing leadership and technical assistance. The Department will continue to provide technical assistance and direction to districts in many fields. Because of successful reorganization, the Department will be able to provide assistance in Early Childhood Education with respect to planning for modification and effective use of physical facilities; program planning and development; increasing the effectiveness and the efficiency of management services; strengthening local evaluation efforts; and fulfilling application and reporting requirements.

4. Training for managers. In a program in which the following are assumed, it is imperative to train and retrain school administrators to become highly effective school program managers who can manage the total learning-teaching environment:

   a. Meeting the needs of the learner consistutes the underlying rationale.

   b. Evaluation criteria come from the school itself rather than from outside sources.

   c. The school district governing board concerned and the community to be served by a school are influential in establishing the goals of that school.

   d. Those who are responsible for carrying out the educational program are primary participants in the evaluation process.

   e. Necessary changes in the educational program are preceded by systematic evaluation.

   f. The evaluation program is an ongoing process.

   Within such an environment the teacher can select appropriate alternatives to ensure that the pupils are enabled to achieve appropriate goals and objectives within the Early Childhood Education program.

5. Coordinating statewide efforts. The Department occupies the strategic role of coordinator of federal, state, and local programs, including providing leadership to intermediate units as they fulfill their supportive role in relation to school districts. The Department's work in the realm of Early Childhood Education will include identifying potential funding sources and assisting school districts in securing funds from these sources.

6. Sponsoring changes in legislation and administrative regulations. An effective statewide program of Early Childhood Education will require both legislative action and changes in State Board of Education regulations. The Department will coordinate the efforts that will be necessary to bring about the desired changes.

7. Developing guidelines and application and evaluation procedures. Guidelines will be developed by the State Department of Education in cooperation with school district and community representatives. While these guidelines will stress accountability, they will be broad enough to encourage creativity and flexibility within the district plan.

   Application procedures for districts will be developed simultaneously with the guidelines. The Department will approve plans on the basis of the specific elements described under "Development and Implementation of the School District Plan."

   Evaluation and reporting requirements will parallel the objectives and program components specified on the application. Evaluation reports will record a district's progress toward implementing its program and reaching its own stated objectives.

8. Conducting statewide evaluation. The State Department of Education will develop a statewide evaluation design that will be based on data collected from school districts. These data will provide information to decision makers at local, intermediate, state, and federal levels. The evaluation will determine the success with which Early Childhood Education programs are being implemented and how well they are meeting state and local objectives.

9. Serving as an information center for school districts. The State Department of Education is charged with collecting, analyzing, and disseminating information on successful Early Childhood Education programs and program elements in California and elsewhere. This information can provide alternative procedural models to meet the diverse program goals and objectives within the state. The use of demonstration programs will be encouraged.

   Descriptions of successful models will include but will not be limited to information on coordination, continuous progress of pupils, parent and community involvement, provision for auxiliary services, staffing patterns and staff development, administration, and allocation of resources.

10. Expanding provisions for day care. California's day care program (children's centers) will expand as a part of the Early Childhood Education effort and will be developed concurrently with the expanded primary school for children four through eight years of age.

FUNCTIONS OF OTHER AGENCIES

In addition to the State Department of Education, several other agencies have responsibilities in the area of Early Childhood Education: the intermediate unit, teacher preparation institutions, the Commission for Teacher Preparation and Licensing, and the California community colleges.

The Intermediate Unit

The role of the intermediate unit is essentially coordination--a role designed to increase the effectiveness of the relationship of school districts to the statewide effort. As resources permit, the intermediate unit will be encouraged to provide professional assistance to both districts and the State Department of Education.

Teacher Preparation Institutions

The expanded Early Childhood Education program described here will require careful selection of teacher candidates, with the emphasis on demonstrated effectiveness with young children. It will also require that university and college departments of education and psychology adapt their course content to include more emphasis on how human beings develop and learn and on how the teacher can facilitate the learning process.

The teacher must be trained to diagnose instructional problems in reading, language, and mathematics and prescribe appropriate activities for each child. Intensive study by teacher candidates of curriculum materials and teaching strategies will be necessary if this goal is to be accomplished.

Preparation of teachers and other staff members must also include study and experience in other areas that are related to instruction. This should include such fields as adult education, parent and family life, and sociology of the community and of other cultures.

Because continuing research in education requires constant updating of methods and approaches to instruction, teacher candidates should be aware of the importance of future inservice education. Too often the beginning teacher believes his preparation is finished when he obtains his credential; in reality, it has only begun.

The Commission for Teacher Preparation and Licensing

The Commission for Teacher Preparation and Licensing will be issuing two new credentials appropriate for teachers of Early Childhood Education in addition to credentials already authorized. One will be the Multiple Subject Instruction credential; the other will be the Specialist Instruction for Early Childhood Education credential. In the future, if beginning teachers of young children are to assist California in reaching its goals in Early Childhood Education, preparation for their credentials must involve the elements that have been discussed in this proposal.

Community Colleges

The efforts of California's community colleges to provide courses for the instruction of teacher aides should be continued and augmented. In order to provide such persons opportunities for advancement, continued efforts should be made to ensure the transferability to four-year colleges and universities of units earned in lower division courses that apply to Early Childhood Education.

PART TWO

FINANCIAL RESOURCES AND LEGISLATIVE PROPOSALS FOR THE EARLY CHILDHOOD EDUCATION PROGRAM IN CALIFORNIA

It is the intent of the State Department of Education to help establish an effective Early Childhood Education program in California's public school system that provides for the following:

1. Opportunities to experience a new type of public education for all children who have attained the age of three years and nine months as of September 1 of the current school year.

2. Comprehensive, articulated, and expanded educational opportunities for all children four through eight years old--opportunities designed to provide each child with "access to success" based upon his unique interests, talents, and capacities.

3. Optional enrollment in the program for children who have not reached five years, nine months of age as of September 1 of the current school year.

4. Additional financial resources to expand programs and provide services to children from low-income families.

The program established to carry out the Department's intent will be funded from Early Childhood Education grant funds provided by the state of California. State Board of Education guidelines will set forth criteria for initial, continued, and expanded funding requirements. In order to receive funds, the applying district must submit a comprehensive plan that includes the elements of the Early Childhood Education Program proposed by the State Department of Education. The district's plan must provide for the education of children four through eight years of age, and the plan must emphasize individualized instruction and provide for the continuous progress of children.

An evaluation plan will be established to monitor and review local programs systematically, and expansion of local programs will be authorized only after the substantial achievement of initial program objectives.

ESTIMATED ENROLLMENT AND COSTS OF THE EARLY CHILDHOOD EDUCATION PROGRAM

The estimated attendance of early primary children in the Early Childhood Education program has been calculated at 75 percent of the potential attendance. The other figures in Table 1 have been secured from projected attendance data. The estimated costs of the Early Childhood Education program, which are presented in Table 3, are based on the attendance data from Table 1 and the level of support per unit of average daily attendance identified in Table 2. However, no assumptions have been made regarding inflationary costs. Special education pupils have been included in all early primary computations for the proposed new Early Childhood Education grant but have been excluded in calculating the new grants for kindergarten and grades one through three inasmuch as these children are eligible for special education allowances otherwise authorized.

When the Early Childhood Education program is fully operational and funded, the annual expenditures for the new supplemental grants are estimated at $352,921,915. The annual estimated appropriations needed to phase in the program over a five-year period are presented in Table 4.

The additional state support needed for transporting early primary children enrolled in the Early Childhood Education program has been estimated at $5,798,829. The amounts needed each year for transporting these children to school during the five-year phase-in period are shown in Table 5.

The supplemental funds to be requested from the state for children from low-income families are greater than the amounts now provided through basic state aid for children in kindergarten and grades one through three. Districts do not presently receive funding for pupils aged three years, nine months, through four years, eight months. However, school districts do receive $365 for each unit of average daily attendance in kindergarten classes and $395 for each unit of average daily attendance in grades one through three.

Hopefully, the supplemental dollars allocated in the basic program for disadvantaged children can be matched by federal dollars to provide a supplemental program for such children. (For each state dollar, three dollars of federal money can be generated.)

The supplemental amounts will be used to supplement, not supplant, the regular school program. The monies will be used to provide additional services to certified eligible children. The proposed amounts are larger at the early primary levels since screening and preventive services are needed most for the youngest children and, if furnished during the early years, would not be needed to the same extent when these children are older.

The supplemental funds will be used to purchase two types of service:

1. Public social services that are justifiable on an individual child need and entitlement basis and that are not currently available to children in public schools.

2. Additional instructional services and program components designed to meet the individual needs of children--services not usually offered in the public schools.

PARENT PARTICIPATION IN THE PROGRAM

Program guidelines will provide that any district presenting a comprehensive Early Childhood Education program shall include in its proposal a plan for parent education and participation. Such a plan might include provision for parent counseling, parent advisory committees, and formalized parent education. Priority will be given to districts whose proposals reflect the components and resources of the parent participation model.

The parent participation program can be extended to include not only parents of four-year-olds, but those of children in kindergarten through grade three as well. The funding for parent attendance in the parent education component of the Early Childhood Education program could continue to be based on the formula presently being used in the funding of adult education classes.

Some school districts charge a fee for parent education classes. Most parents not attending such classes are able to pay this fee. However, fees for parents of children certified as "eligible" by county welfare departments could be included in the purchase of public social services provided under Title IV-A of the Social Security Act. Children may be certified as eligible if their parents are current, former, or potential recipients of aid to families with dependent children (AFDC).

EXTENDED DAY CARE AND THE EARLY CHILDHOOD PROGRAM

California's children's center program now provides care for 26,000 children, two through fourteen years of age. Of these children, 4,240 are four-year-olds. This comprehensive program of preschool and extended day care is currently supported by $11,128,000 in state funds. The program is also supported by parent fees and district contributions. Under an interagency agreement between the State Department of Education and the State Department of Social Welfare, state funds allocated for children's center programs can be matched three-to-one by federal funds if these funds are used for the benefit of children certified as eligible (children of current, former, or potential AFDC recipients).

It is intended that the Early Childhood Education program utilize the established children's centers, day care centers, and other day care or instructional programs offered for children under six to provide them services not available in the regular instructional program. It is further proposed that all school districts developing a comprehensive and coordinated plan for primary programs for children aged four through eight shall initiate or augment a children's center program. Children's centers may provide housing for the primary educational program for four-year-olds and may also be utilized to provide extended day care, including appropriate educational activities, for the entire age range of children who need care while their parents are employed, in school, or in training. Federal reimbursement will be claimed for all present AFDC recipients and former and potential AFDC recipients certified by the State Department of Social Welfare. Parents will pay fees based on the existing schedule.

OTHER LEGISLATIVE PROVISIONS

Existing legal provisions affect the establishment and operation of an Early Childhood Education program in California that embraces children aged four through eight. At present, the statutes and State Board of Education regulations to be modified are found in the following sections of the Education Code and the California Administrative Code, Title 5:

1. Textbooks, Education Code sections 9301.5, 9307, 9318, 9403, and 9453.

2. Supervision, instruction of children, Education Code sections 6482, 11251, and 12050.

3. Class size (pupil-teacher ratio) Education Code sections 17507, 17507.3, 17507.7, and 17507.95.

4. Minimum age for school entry and attendance requirements, Education Code sections 1205, 5251, 5302, 10501, 10551, 12351, 12401, 12405, and 12454.

5. Length of school day, daily sessions, Education Code sections 11001, 1 11003, 11005, and 11301; California Administrative Code, Title 5, Section 11.

6. Minimum school year, Education Code Section 17551.

7. Required instruction, course of study, Education Code sections 5571, 5766, 5799, 6063, 6070, 8054, 8502, 8503, 8551, 8572.5, and 11400; California Administrative Code, Title 5, Section 11370.

8. Teachers, Education Code sections 5778, 5779, 5780, 5787, 5788, 5790, 5792, 5793, 5798, 5799.2, 5799.45, 13503, and 13503.1.

9. Establishing kindergarten classes, Education Code sections 5252, 5257, and 5258.

10. Other considerations, Education Code sections 6458, 6460, 6499, 6802.2, 6807, 10803, 10810, 16601, 16644, 16806, 17656, 18060, and 32001.

Required Legislative Action

Legislation has been proposed by the State Department of Education to authorize public school districts of all types to establish, operate, and receive appropriate state funding for Early Childhood Education programs whose youngest participants are children who have reached the age of three years and nine months. Approval of Early Childhood Education programs by the Superintendent of Public Instruction will be required under guidelines to be adopted by the State Board of Education. Legislation will be developed to stipulate that approval of a district's program design and application under State Board of Education Guidelines will constitute a waiver of the constraints in specified sections of the Education Code and the California Administrative Code, Title 5.

A complete analysis of both the Education Code and the California Administrative Code, Title 5, will be made to identify all sections in those codes that in any way affect Early Childhood Education program proposals. Recommendations will then be proposed to make the necessary deletions or changes in the codes.

Coordination of Federal Program Applications and Resources

During the 1971-72 school year, a pilot field test of a newly designed consolidated application form for categorical aid funds was conducted by the State Department of Education. Refinement of the application procedure and further coordination of funding dates will be accomplished by the Department of Education at the completion of the initial field test period. It is planned that the consolidated application form will also be used for proposed Early Childhood Education programs.

State guidelines will require each school district to identify all resources and describe how they will be coordinated and concentrated to implement the program being submitted for approval. Priority funding will be granted to those school districts that have adequately coordinated, concentrated, and redirected all potential resources to implement their programs.

TABLE 1

PROJECTED ATTENDANCE IN THE EARLY CHILDHOOD EDUCATION PROGRAM IN CALIFORNIA, 1972-73 THROUGH 1976-77

Level	Estimated average daily attendance, by type of pupil			
	Nondisadvantaged	Disadvantaged	Special education	All pupils
Early primary[a]	121,850	121,850	-[b]	243,700
Kindergarten	157,903	157,902	3,290	319,095
First grade	169,757	169,756	3,290	342,803
Second grade	172,613	172,612	7,677	352,902
Third grade	173,227	173,227	7,677	354,131
Totals	795,350	795,347	21,934	1,612,631

[a]The figures for this level have been calculated at 75 percent of the potential average daily attendance.

[b]Potential special education pupils have been included in the attendance figures for "nondisadvantaged" and "disadvantaged" early primary pupils.

TABLE 2

PROPOSED FINANCIAL SUPPORT FOR THE CALIFORNIA EARLY CHILDHOOD EDUCATION PROGRAM, PER UNIT OF AVERAGE DAILY ATTENDANCE

Level	Current foundation support		Proposed new grant		Total	
	Nondisadvantaged	Disadvantaged	Nondisadvantaged	Disadvantaged	Nondisadvantaged	Disadvantaged
Early primary...	$ 0	$ 0	$500	$600	$500	$600
Kindergarten....	370	370	130	195	500	565
Primary (grades one-three).....	400	400	130	195	530	595

TABLE 3

ESTIMATED COST FOR A FULLY FUNDED EARLY CHILDHOOD EDUCATION PROGRAM UTILIZING EXISTING FOUNDATION SUPPORT AND PROPOSED NEW GRANTS

Type of pupil	Current foundation support, by level[a]			
	Early primary	Kindergarten	Primary (grades one-three)	All levels
Nondisadvantaged	0	$59,032,760	$209,967,600	$269,000,360
Disadvantaged	0	59,032,390	209,966,400	268,998,790
Total				$537,999,150
	Proposed new grant, by level[b]			
Nondisadvantaged	$60,925,000	$20,527,390	$ 67,027,610	$148,480,000
Disadvantaged	73,110,000	30,790,890	100,541,025	204,441,915
Total				$352,921,915

[a]These figures include foundation support for special education pupils.

[b]These figures do not include grants for special education pupils.

TABLE 4

ANNUAL APPROPRIATION OF THE PROPOSED NEW GRANT FOR THE EARLY CHILDHOOD EDUCATION PROGRAM OVER A FIVE-YEAR PHASE-IN PERIOD

Fiscal year	Annual appropriation		Cumulative total
	Amount	Percent of five-year total	
1972-73	$52,938,287	15	$ 52,938,287
1973-74	70,584,383	20	123,522,670
1974-75	70,584,383	20	194,107,053
1975-76	70,584,383	20	264,691,436
1976-77	88,230,479	25	352,921,915

TABLE 5

ESTIMATED TRANSPORTATION COSTS OVER A FIVE-YEAR PHASE-IN PERIOD FOR THE EARLY PRIMARY CHILDREN ENROLLED IN THE EARLY CHILDHOOD EDUCATION PROGRAM

Fiscal year	Transportation costs		Cumulative Total
	Amount	Percent of five-year total	
1972-73	$ 869,824	15	$ 869,824
1973-74	1,159,766	20	2,029,590
1974-75	1,159,766	20	3,189,356
1975-76	1,159,766	20	4,349,122
1976-77	1,449,707	25	5,798,829

POLICIES FOR EARLY CHILDHOOD EDUCATION

California State Board of Education policies authorizing implementation of early childhood legislation for K-3 programs are given. Legislative authority is quoted for each of the policies, which cover: (1) development of the Early Childhood Education master plan--district level planning, optional waiver of education code provisions, joint planning (between two or more school districts) for Early Childhood Education; and (2) master plan components--assessment of educational needs, a program of restructuring kindergarten through third grade, program objectives, a local program designed to systematically phase into the program all the schools of the district in no more than six years, coordination of all district resources with the objectives of the local plan, program of evaluation of pupils' health needs, emphasis on an individualized diagnostic approach to instruction, direct parental involvement in the classroom program and program evaluation, programs for comprehensive parent education, staff development and inservice training, and evaluation of the program by the governing board of the school district with the assistance of administrators, teachers and parents.

MEMORANDUM

TO: Superintendents of Schools
County Superintendents of Schools

FROM: Wilson Riles

SUBJECT: Policies for Early Childhood Education

DATE: January 16, 1973

Attached are the Policies for Early Childhood Education adopted by the State Board of Education an January 12, 1973. These policies will authorize implementation of the Early Childhood legislation, SB 1302, and serve as the Board's rules and regulations for program approval and implementation.

All school districts and each school planning to develop Early Childhood Education proposals for implementation in 1973-74 should review the Report of the Task Force on Early Childhood Education, the Early Childhood Education Proposal: A Master Plan to Redesign Primary Education in California, and the attached Policies for Early Childhood Education.

Regional informational workshops regarding all new legislated programs will be conducted within the next few weeks. At that time, the Early Childhood Education Program implementation materials will be available and application procedures and deadlines will be given.

It is with great pleasure that we join you in the exciting opportunity to restructure and revitalize our kindergarten-primary education programs. The expectations state-wide are very high. They can never be reached with "just more of the same." I believe this is an opportunity which we have long been seeking, the opportunity to illustrate that educators, in partnership with parents, can create a much more effective learning environment for young children.

Att.

STATE BOARD OF EDUCATION POLICIES FOR EARLY CHILDHOOD EDUCATION

Development of the Early Childhood Education Master Plan

District Level Planning

Authority: Ed. Code 6445.4 A master plan for Early Childhood Education shall include a comprehensive statement setting forth the district's educational program for Early Childhood Education on a school-by-school basis.

Policy:

The local governing board shall provide for the establishment of a District Advisory Committee with advisory responsibilities to the local governing board. The Committee shall include broad representation of the local community, including parents of primary age children, economic and ethnic groups represented in the district population, as well as teachers, administraotrs, aides, support personnel, community service agencies, and the business community. Parents not employed by the district must comprise a simple majority of the advisory committee, selected by an equitable representative process.

If an Advisory Committee or Council which substantially meets the requirements stated above is already functioning (such as for Title I or Preschool) this existing advisory body may serve for Early Childhood Education.

The District Advisory Committee shall be responsible for a minimum of four specific tasks. These are to advise the district governing board regarding:

A. Establishment of a timeline for development of the district master plan.
B. District-wide needs assessment on a school-by-school basis.
C. Establishment of district program goals and objectives
D. Recommendations as to which schools to include in each phase.

If a district has completed a district-wide process within the past three school years or has initiated, as of January 1, 1973, a process to accomplish B and C above, an Ad Hoc Committee of parents and staff representing all schools and/or regions of schools within the district shall be established to advise the district governing board regarding:

1) Establishment of a timeline for development of the district master plan.
2) Recommendations as to which schools to include in each phase.

The Ad Hoc Committee must substantially meet the requirements of the District Advisory Committee.

School districts of 901 average daily attendance or less may request an exemption from the advisory committee requirements. Such exemptions must be justified on unique circumstances such as geographic isolation which would prevent the district from establishing and operating an Early Childhood Education program.

Based upon the justification statements set forth by the district and the recommendations of the Department of Education, the State Board of Education may grant the requested exemption.

Individual School Level Planning

Authority: Ed. Code 6445.4 No plan shall be approved by the State Board of Education unless it determines that the plan was developed with the active cooperation of parents, community, and teachers in all stages of planning, approval, and implementation of the plan.

Policy:

In addition to the District Advisory Committee, there shall also be a local advisory committee for each school participating in the Early Childhood Education Program. This committee shall include broad representation of the parent population served by the school, including socio-economic and ethnic groups represented in the school attendance area, as well as representation from teachers, aides, support personnel, administrators, and the community. Parents not employed by the local school must comprise a simple majority of the advisory committee, selected by democratic process. Parents of primary age children must be represented on the committee.

If there is an existing local school committee, it may be utilized, provided the committee substantially meets the requirements stated above.

The local school advisory committee is responsible for advising the principal and staff in developing a detailed master plan for the individual school and submitting the plan to the governing board for its consideration for inclusion in the district master plan.

The local school advisory committee is also responsible to assure that technical evaluation advice has been sought during the program planning process to determine whether

the evaluation process and instrument will adequately reflect the achievement of the program objectives.

Each district applying for Early Childhood Education funds under Section 6445 of the Education Code shall include assurance statements from the district governing board and the superintendent that each school plan was developed with the appropriate involvement of parents, community, teachers and administrators.

Any violation of the above Code section discovered through an evaluation of audit process shall be considered grounds for denial of expansion of funds for the next planned phase of implementation within said district.

Optional Waiver of Education Code Provisions

Authority: Ed. Code 6445.20 The local district board may request a waiver of any section of the Education Code necessary to establish and operate the program.

Policy:

The governing board may request a waiver of any section of the Education Code necessary to establish and operate the program. The application must explain and justify the need for any waiver pointing out how not granting the waiver would impede progress towards achieving the goals of the program. Criteria for approval of such requests will be based on the extent to which the waiver would permit the district to operate a more flexible, diverse, and creative primary program.

Joint Planning for Early Childhood Education

Authority: Ed. Code 6445.3 The governing boards of any school districts maintaining any such class or grade may, with the approval of the Department of Education, develop and submit for approval a joint master plan for Early Childhood Education.

Policy:

If districts seek to develop joint plans, they shall obtain prior approval from the State Superintendent of Public Instruction and the State Board of Education.

County Superintendents of Schools are encouraged to work with small districts in a cooperative effort to provide joint planning and management of a master plan for Early Childhood Education. Two or more districts or counties may form a consortium for this purpose.

In the case of such joint planning, the overall Advisory Committee should be representative of each district involved, on a countywide or inter-county basis. There should be at least one parent representative from each district.

MASTER PLAN COMPONENTS

Authority: Ed. Code 6445.4 ...The State Board of Education shall establish standards and criteria to be used in the evaluation of plans submitted by school districts. Such standards and criteria for review and approval of plans by the State Board of Education shall include, but need not be limited to provision for:

(a) Assessment of educational needs
(b) A program of restructuring of kindergarten through third grade
(c) ...
(d) Defined and measurable program objectives
(e) A local program designed to systematically phase into the program all the schools of the district in no more than six years
(f) Coordination of all district resources with the objectives of the local plan
(g) Program of evaluation of pupils' health needs
(h) Emphasis on an individualized diagnostic approach to instruction
(i) Direct parental involvement in the classroom program and program evaluation
(j) Programs for comprehensive parent education
(k) Staff development and inservice training
(l) ...
(m) Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.

Policy:

District master plans must meet the standards and criteria listed in each of the sections to follow.

I. NEEDS ASSESSMENT

Authority: Ed. Code 6445.4(a) and (g). See Above.

Policy:

The first step in conducting a needs assessment is to establish a clear record of existing conditions. A survey of the local school population must be conducted to include, but not be limited to consideration of the following:

Survey of child population K-3, including numbers of pupils and families represented, ethnicity, native language, with particular emphasis upon the needs of bilingual-bicultural children; economic family level, mobility, exceptional characteristics, background of experience, previous school performance of pupils, and degree of pupils' educational need as evidenced by state achievement tests.

Degree to which present programs emphasize an individualized, diagnostic approach for each child.

Existing program of staff development and training.

Present amount of parent and community involvement in programs and evaluation.

Health and social service provided to pupils.

Existence or availability of parent education.

Survey of all categorical resources available to Education serving the K-3 population.

Survey of child population being served from infancy to kindergarten from Categorical Funds, i.e., Migrant Day Care/Preschool, State Preschool, Head Start, Children's Centers Extended Day Care.

Survey and analysis of all district resources available to be utilized such as, but not limited to, finance, personnel, and public and private agencies serving preschool, child care-preschool, and K-3 children.

Extent of any other existing physical, financial, and human resources available for utilization in the Early Childhood Education program.

The second step in conducting an adequate needs assessment is to establish a clear statement of desired conditions through goal statements. The difference between what exists and what you state as desirable in your goals becomes your objectives for improving existing conditions. In selecting

a method of needs assessment, goal setting, and an evaluation design, the method selected must include direct involvement of parents, teachers, and the community.

II. PROGRAM GOALS AND OBJECTIVES

Authority: Ed. Code 6445.4(d) The State Board of Education shall establish standards and criteria to be used in the evaluation of plans submitted by school districts. Such standards and criteria for review and approval of plans by the State Board of Education shall include, but need not be limited to provision for... defined and measurable program objectives.

Policy:

A. <u>District Program Goals and Objectives</u>

Any school district submitting an Early Childhood Education proposal must provide evidence that the district has established goals and objectives which are relevant and applicable to the Early Childhood Education Program.

B. <u>Local School Program Goals and Objectives</u>

Program objectives must include clear reference to pupil performance in reading, language, and mathematics; staff development, parent education; and parent participation in 1) program planning, 2) program implementation, and 3) program evaluation and modification.

In order to assure a balance of learning opportunities for primary children, program objectives must also include desired outcomes in other curricular areas. Program objectives shall be stated in language that is concrete, unambiguous, and capable of measurement or observation.

SYSTEMATIC PHASE-IN OF DISTRICT SCHOOLS

Authority: Ed. Code 6445.1 ...The system will be based on the development of local school-by-school master plans for Early Childhood Education developed and submitted by local school districts which shall include a phase-in program based on an increase in the number of schools in the state participating each year until maximum participation is achieved.

Authority: Ed. Code 6445.4(e) A local program designed to systematically phase into the program all the schools of the district in no more than five years.

Policy:

Districts will designate which school or schools will be included in phase one, 1973-74, which in phase two, 1974-75, and so on until all of the school serving K-3 children in the district are included in the Early Childhood Education Program by the school year 1978-79.

Districts will develop criteria for the systematic inclusion of their schools. Half of the schools to be included in any one year must be from the schools serving pupils of greatest educational need as defined below.

Criteria for Approval

District plans which meet the following criteria will be considered for funding. Plans must:

Indicate that parents and the community have been actively involved in developing the plan submitted and assure their continued involvement in the subsequent implementation, evaluation and modification.

Utilize and maximize existing catergorical aid funds available to serve K-3 children and children in day care, preschool and extended day care and have carefully developed plans for articulation both for the children covered and for their parents.

Provide for mobilizing and utilizing all available school and community resources to assure the delivery of the necessary health, social work, and nutrition services.

Indicate a creative, carefully designed approach to strengthening or restructuring the existing K-3 program based on a careful needs assessment.

Contain a specific evaluation plan for teachers, parents and pupils based on the local goals developed.

Reflect an awareness of the necessity for staff to adequately understand and meet the needs of all children, especially those of a racial and/or ethnic background which is different from that of the staff.

In addition to the above, consideration will be given to applications from districts as follows:

Any district of 10,000 or more average daily attendance applying for approximately 12 percent of its K-3 population.

A one-school district applying for all of its K-3 population if the group numbers 500 or fewer.

A four-school district applying for 25 percent of its K-3 population.

A. Comprehensive Restructuring

Authority: Ed. Code 6445 ..."Early Childhood Education programs" are defined as all educational programs... under a local school-by-school comprehensive master plan which is designed to assure:

Ed. Code 6445(a) A comprehensive restructuring of primary education in California kindergarten through third grade to more fully meet the unique needs, talents, interests and abilities of each child.

Ed. Code 6445.1 ...assurance that each child will have an individualized program to permit the development of his maximum potential.

Policy:

Each Early Childhood Education proposal must show how its plan of school or classroom organization to individualize instruction will facilitate meeting the objective that every child's needs, talents, interests, and abilities will be accomodate. The plan allows for the development of alternatives of organization to enable local schools to meet the needs and requirements of the children and parents they serve.

B. Individualized, Diagnostic Instruction

Authority: Ed. Code 6445.4(h) Emphasis on an individualized diagnostic approach to instruction.

Ed. Code 6445.1 ...The objectives of this plan will include assurance that each child will have an individualized program to permit the development of his maximum potential and that all pupils who have completed the third grade of the state's educational system will have achieved a level of competence in the basic skills of reading, language, and mathematics sufficient to continued success in their education experiences...

Ed. Code 6445(d) ..."Early Childhood Education Programs"... under a local school-by-school comprehensive master plan approved by the State Board of Education which is designed to assure... The pupils participating will develop an increased competency in the skills necessary to the successful achievement in later school subjects such as reading, language, and mathematics.

Policy:

Programs must focus on an instructional endeavor which aims to give all children, by the end of the third grade, sufficient command of the basic skills in reading, language, and mathematics so they can succeed in their future schooling and in life. The basic instructional components, therefore, are readiness for and instruction in (1) reading and language development and (2) mathematics. Instructional components shall also include other subject areas such as social studies, science, health, physical education, music, and art as a means of desirable language development, in order to provide a comprehensive learning environment for primary children and to ensure balance in the curriculum. The emphasis upon readiness experiences and subsequent teaching of language, reading, and mathematics does not preclude offering a desirable total curriculum appropriate to the age and maturity of the children to be served by this program.

The staffing pattern shall be such that the adult/pupil ratio should be approximately one adult to each ten children, by utilizing aides, volunteers, and parents to assist in the classroom under the direction of the teacher.

When the Early Childhood Education Program includes children whose first language is not English, there should be staff who speak the language of those pupils. In such cases, districts shall seek to employ bilingual teachers and/or bilingual aides to meet the needs of non-English-speaking children and to incorporate bilingual, multi-cultural, and English components into the overall instructional process.

The instructional program shall be based on continual assessment of pupils' needs and strengths, and prescription chosen from a variety of curriculum possibilities. Each pupil must be enabled to move through the instructional program at a rate that matches his ability. The instructional program must be flexible enough to meet needs associated with social cultural, language, and other differences. Assignment to a group must be based on specific diagnosed instructional needs rather than general characteristics such as age or intelligence.

C. Staff Development and Inservice Training

Authority: Ed. Code 6445.4(k) Staff development and inservice training.

Policy:

The staff development, or inservice training program, must emphasize training or retraining K-3 instructional staff to operate effectively with the restructured K-3 program. The school plan shall reflect an awareness of the necessity for staff to adequately understand and meet the needs of all children, especially those of a racial and/or ethnic background which is different from that of the staff. It must be offered to all members of the staff, classified and certified, administrative and support personnel, as well as parents and volunteers.

D. Parent Participation

Authority: Ed. Code 6445.4(i) Direct parental involvement in the classroom program and program evaluation.

Ed. Code 6445.01 As used in this chapter, "parent participation" means the parents taking an active part in the initial planning of Early Childhood Education Programs and the implementation, evaluation, and modification of the programs.

Parent participation shall be included in a manner which:

(a) Involves parents in the formal education of their children directly in the classroom and through the decision making process of the California public school system.
(b) Maximizes the opportunity for teachers and parents to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process.
(c) Recognizes that the continuity between the Early Childhood Education program and the home is essential.

Ed. Code 6445.4(m) Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.

Ed. Code 6445(c) ..."Early Childhood Education Programs" ...designed to assure...the cooperation and participation of parents in the educational program to the end that the

total community is involved in the development of the program.

Policy:

Parents will be included in the assessment of needs, in setting program goals and objectives, and in ongoing instructional and evaluational activities.

Each school plan shall include a minimum of one specific objective directly related to parent involvement in each of the following areas:

Parent involvement in planning
Parent involvement in implementation and ongoing program
Parent involvement in evaluation and modification.

E. Parent Education

Authority: Ed. Code 6445.4(j) Programs for comprehensive parent education.

Policy:

Districts will offer or arrange a parent education program designed to increase the effectiveness of parents and to enable parents to become an integral part of the education of their children. Resources may include Adult Education, Community Colleges, State Colleges and Universities, and the University of California, including extension courses.

Districts must establish effective channels of communication to inform and encourage parents and other eligible adults of the parent education offerings and benefits, including multi-lingual communication when needed to reach the non-English speaking.

F. Health Needs

Authority: Ed. Code 6445.4(g) Program of evaluation of pupils' health needs.

Policy:

Provision shall be made to meet all health screening requirements established by law or Title 5 regulations. Arrangements for the provision of these health services will be made with parents and from other resources. Particular attention will be given to those problems that have special relevance to school performance. The plan must include a survey of resources and facilities available for assessing such health needs and treatment facilities. The school plan for referral must show how

all available community resources will be used for the delivery of these services.

Exception: Parents who adhere to a religious faith practicing health by prayer or other spiritual means may be exempted from this requirement if they provide a signed statement which indicates their acceptance of full responsibility for the child's health.

COORDINATION OF DISTRICT RESOURCES

Authority:

Ed. Code 6445.4(f) Coordination of all district resources with the objectives of the local plan.

Ed. Code 6445(e) ..."Early Childhood Education Programs"... designed to assure...Maximum use is made of existing state and federal funds in the implementation of coordinated Early Childhood Education programs.

Ed. Code 6445.14 In computing allowance authorized pursuant to Section 6445.12 the Superintendent of Public Instruction shall reduce such allowances by the amount per pupil apportioned pursuant to Article 5 (commencing with Section 5789) of Division 6.

Policy:

A district's plan must indicate all of its existing programs and funding sources for children under school age, i.e., state preschool or parent participation preschool under adult education, child care, etc., and show how these programs are coordinated and articulated with the restructured K-3. Further, the plan will indicate all categorical aid funds utilized for the district's K-3 children and show how these have been incorporated into the total comprehensive plan for restructuring.

Since Miller-Unruh Reading Specialists Program funds are state categorical funds serving the same age span population and allocated to accomplish some of the same purposes as the Early Childhood Education legislation, each school applying for program approval under Early Childhood Education legislation shall not exceed the maximum allocation available under Early Childhood Education legislation (S.B. 1302 or S.B. 90).

Each district must identify at least one half of all eligible schools to be phased in annually. Of those schools identified to be in phase one to which Miller-Unruh Reading Specialist funds were approved for fiscal year 1972-73, the allocation of said funds applicable to that school in

the district shall be considered as part of the available allocation for Early Childhood Education in that school.

The school district may exercise one of the following options:

Apply for both Miller-Unruh and Early Childhood Education funds with the Early Childhood Education funds constituting the balance of the allocation allowable to the school under Sections 6445.12 and 6445.13. This option must meet the requirements of all applicable Education Code sections.

Apply for Miller-Unruh Reading Specialist Program funds and comply with all appropriate Education Code sections.

Apply for Early Childhood Education Program funds and comply with all appropriate Education Code sections.

FUNDING AND FISCAL MANAGEMENT

Funding

Authority: Ed. Code 6445.12 From the funds appropriated therefore by the Legislature for the purposes of this chapter, the Superintendent of Public Instruction shall allow school districts with approved master plans for the education of children pursuant to such plans:

(a) . . .
(b) One hundred thirty dollars ($130) per pupil in average daily attendance in each kindergarten class
(c) One hundred thirty dollars ($130) per pupil in average daily attendance in grades 1 to 3, inclusive.

Ed. Code 6445.13 In addition to the allowances provided for in Section 6445.12, the Superintendent of Public Instruction shall provide grants for pupils determined by him to have demonstrated educational need, in accordance with Section 6445.6 as follows:

(a) . . .
(b) Sixty-five dollars ($65) per pupil in average daily attendance in each kindergarten class.
(c) Sixty-five dollars ($65) per pupil in average daily attendance in grades 1 to 3, inclusive.

Ed. Code 6445.14 In computing allowance authorized pursuant to Section 6445.12, the Superintendent of Public Instruction shall reduce such allowances by the amount per pupil apportioned pursuant to Article 5 (commencing with Section 5789) of Division 6.

Ed. Code 6445.17 Allowances shall not be granted under this chapter to a district unless the fiscal effort of the district with respect to Early Childhood Education for any fiscal year of participation under this chapter was not less than the fiscal effort for that purpose for the fiscal year preceding the district's participation under this chapter.

Ed. Code 6445.18 Allowances shall not be granted to a district unless the fiscal effort of that district with respect to each child participating in the Early Childhood Education program for any fiscal year of participation under this chapter is no less than the fiscal effort of the district per elementary child not participating in the Early Childhood Education program. The Department of Education shall annually review individual district expenditures to assure the comparability of local support based on rules and regulations adopted by the State Board of Education which takes into account growth in district enrollment and increases in district costs.

Policy:

District expenditures for the Early Childhood Education Program must be comparable to the expenditures of the regular program for kindergarten through third grade in the district not participating in the Early Childhood Education Program, and fiscal reporting must give evidence that the program is comparable in costs and expenditures to other Early Childhood Education expenditures within the district.

Authority: Ed. Code 6445.6 In apportioning allowances in accordance with Section 6445.5 for Early Childhood Education, the Department of Education shall give highest priority to (1) those districts which have the largest number of pupils determined to have educational need, and (2) those districts with the lowest measure of assessed valuation per pupil and making the most significant property tax effort.

The State Board of Education shall adopt regulations setting forth criteria for the determination of educational need which shall be based on low levels of pupil achievement and such factors as low levels of family income.

Policy:

"Greatest educational need" shall be defined as including those pupils in the lowest quartile in reading and mathematics according to state achievement tests, and/or those who qualify under the terms of S.B. 90, Section 6499.232 of the Education Code relative to "potential impact of bilingual-bicultural pupils," "index of family poverty," and "index of pupil transiency" as stated therein.

Priorities for Allowances

Authority: Ed. Code 6445.13 In addition to the allowance provided for in Section 6445.12 the Superintendent of Public Instruction shall provide grants for pupils determined by him to have demonstrated educational need . . .

Ed. Code 6445.6 . . . the Department of Education shall give highest priority to (1) those districts which have the largest number of pupils determined to have educational need, and (2) those districts with the lowest measure of assessed valuation per pupil and making the most significant property tax effort.

Policy:

At least one-half of the funds provided in the initial phase and each succeeding phase within any school district shall be used for schools with largest number of children who have great educational need.

On a rating scale of 100 points, when determining priority for funding among districts, the two priority items should not receive a rating of more than 10 points each. Therefore all districts are eligible and are urged to apply.

The plans must include data on the district's current assessed valuation per average daily attendance and its current average property tax rate. Available information will be reviewed as to such matters as current assessed valuation per average daily attendance, or property tax for residences and nonresidential property.

Authority: Ed. Code 6445.8 The State Board of Education may further provide that, upon its determination, that a district has not met the objectives of its approved plan, allowances shall not be increased in accordance with the phase-in schedule of the district's approved plan. The board shall provide for an annual review of the success of each local district in meeting the objectives of its approved plan for Early Childhood Education. The board shall adopt rules and regulations governing the termination of allowances to districts which are unsuccessful in meeting the objectives of their approved plan.

Policy:

Districts will qualify for expansion of programs the second year only if they have achieved the objectives established by the master plan and approved by the State Board of Education for the initial phase.

Authority: Ed. Code 6445.10 (a) Each district receiving allowances pursuant to Section 6445.12 or Section 6445.13, or both, or implementing a master plan for Early Childhood Education approved by the State Board of Education pursuant to Section 6445.4 shall submit to the Department of Education a report of its Early Childhood Education program. Such a report shall be submitted in a form and manner and at such times, but not less than annually, as prescribed by the State Board of Education.

Ed. Code 6445.16 The Department of Education shall continuously monitor and review to assure that all funds appropriated to school districts under this chapter are expended for the purposes intended.

Policy:

Programs must give assurance that maximum use is being made of existing state and federal funds in coordinating and implementing the planned program. All funds must be expended for the purposes intended.

Evidence of sound fiscal management includes accountability for coordination of funds and distribution of expenditures.

Authority: Ed. Code 6445.10 (a) Each district receiving allowances pursuant to Section 6445.12 or Section 6445.13, or both, or implementing a master plan for Early Childhood Education approved by the State Board of Education pursuant to Section 6445.4, shall submit to the Department of Education a report of its Early Childhood Education program. Such a report shall be submitted in a form and manner and at such times, but not less than annually, as prescribed by the State Board of Education. The report shall include, but not be limited to, factors relating to:

(1) Fiscal expenditures
(2) Degree and success of program implementation
(3) Quantitative estimate of pupil progress

(b) The Department of Education shall derive a composite score for each school which shall be obtained from each of the three factors listed in paragraphs (1), (2), and (3), of subdivision (a). In determining such score, the Department of Education shall, for the first year of participation by the school, assign a weight of 20 percent for factor (1),

70 percent for factor (2), 10 percent for factor (3). For the second year of participation by the school, the factors shall be assigned a weight of 10 percent for factor (1), 50 percent for factor (2), 40 percent for factor (3). For the third and each subsequent year of participation, only factors (2) and (3) shall be considered and shall receive equal weighting.

Policy:

The district must report at least annually to the State Department of Education. The district report must include factors related to: (1) fiscal expenditures; (2) quality, degree, and success of program implementation; (3) quantitative estimate of pupil progress for each participating school. The proposed plan must include provision for collecting and reporting the required data, school by school.

The State Superintendent of Public Instruction shall provide forms for the collection of such data.

Authority: Ed. Code 6445.21 A school district in its application for approval of a master plan for Early Childhood Education may include how children's center services, as provided for in Section 16603, are to be coordinated with the program.

Ed. Code 16602.5 A school district in its application for approval of a master plan for Early Childhood Education pursuant to Chapter 6.1 (commencing with Section 6445) of Division 6 shall include children's centers' services as provided for in this chapter.

Policy:

Although funding for children under kindergarten age is not included, districts are expected to include any existing programs in their planning, as well as plans for initiating such programs as parent education, parent participation preschool under adult education, and/or Children's Center programs. The existing or the planned programs for four-year-olds should be a part of the districts' coordinated and articulated plan for Early Childhood Education.

PROGRAM EVALUATION

Authority: Ed. Code 6445.4 ...The State Board of Education shall establish standards and criteria to be used in the evaluation of plan submitted by school districts ...

Ed. Code 6445.4(m) Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.

Policy:

Each district shall, in cooperation with the local advisory committee, establish a comprehensive evaluation system consonant with, and yielding information which is appropriate for the determination of pupil progress as stated in statute. As a part of this systematic program review, data shall be collected which shall give indication as to the degree of program implementation and fiscal expenditure.

The data collected under the direction of the local governing board shall be reported, at least annually, to the Superintendent of Public Instruction in a form and manner to be prescribed.

There is to be built into the evaluation process a mechanism by which reports can be made to the governing board of the district or to other agencies, parent groups, and other concerned parties at a time other than the annual reporting basis.

Evaluation must be a continuous process yielding information about both the product of the program as well as information which can be used periodically to update or modify the program.

The evaluation designed and the instruments to be used must be approved at the time of the project application. The standardized instruments should permit the state to collect information of a common nature. The measuring instruments both standardized and locally developed shall reflect the stated objectives of the program.

Such areas of measurements are:

- Reading and mathematics readiness skills for kindergarten children
- Competence in primary reading, language, and mathematics
- General cognitive skills
- Affective development
- Pupil health
- Staff development
- Parent participation
- Parent education
- Program fiscal management

Summary reports of the evaluation should be presented to parents in language most appropriate for their understanding.

COMMENTS ON EARLY CHILDHOOD EDUCATION IN CALIFORNIA
by Wilson Riles

(An excerpt from: Early Years Parent Magazine)

...The statewide reform is called Early Childhood Education (ECE), and it involves children in kindergarten through third grade.

Each child has his own "learning profile" laying out his strengths and weaknesses. There is one adult for every ten children in the classroom. Teachers, parents and administrators at each school must, by law, sit down together and set educational goals for each child and devise ways to meet these goals.

...Early Childhood Education is now working for about 400,000 kids--one-third of the primary graders in California. They hope to have all California public school children in kindergarten through third grade involved by the 1977/78 school year for 1.28 million youngsters.

Early Childhood Education is a carefully constructed attempt to eliminate the failures of our schools in the past. It is an attempt to coordinate all available resources of a community to meet each--and every--primary child's needs.

The emphasis...is on the individual. Each child is encouraged to proceed at his own pace. The teacher prepares individual lessons--not class lessons. The idea is to make sure that each child can read, write and compute at a reasonable level by the time he leaves the third grade.

...Parents participate in planning education programs at each school as part of mandatory parent advisory councils...they help in a multitude of other ways...help prepare instructional materials...work with children in the classroom...enrich education for children by bringing along their own culture, background, insights.

By involving parents as they have never been involved in the schools before, Early Childhood Education pays two other dividends:
(1) Parents can increase their understanding of their own child and how he relates to other children.
(2) Teachers begin to better understand children through better acquaintance with their parents.

Early Childhood Education was developed by the California State Department of Education with the assistance of a "task force" of educators and parents appointed...in 1971. The orders to the task force were simple: "Come up with a totally new look at early education, give us a whole new way of running schools and teaching in the primary grades."

...we are beginning to show that giving children plenty of individual attention and a solid grounding in the fundamentals as early as possible results not only in better education, but, since expensive remedial work is eliminated later on, in saved taxpayer dollars.

Early Childhood Education was begun on a phase-in basis in 1973, with 12 percent of California's primary-graders involved and a state appropriation of $25 million--$310 per child, per year. No federal funds are involved.

In 1974-75...expanded Early Childhood Education to include 22 percent of the primary-grade children, with a state appropriation of $41 million ...Early Childhood Education served 250,000 children in 1,300 schools across 829 of the state's approximately 1,055 school districts. This year, funding is at $63 million, and 31 percent of the primary-grade children are involved.

Early Childhood Education...rewards success, not failure. Too often, current programs continue to pour money into schools with nonachieving children, while halting funds for schools that have raised the level of pupil achievement. Early Childhood Education, on the other hand, provides money to expand the program only to schools that have successfully implemented it. And the program--the money--is for all children, not just poor children, or rich ones.

Success is determined by "monitor and review" teams from the State Department of Education...that success depends on how well the school is meeting its own, locally-set goals.

There are problems...Schools sometimes have great difficulty in securing enough parent volunteers, and sufficient parental involvement in planning. ...records must be kept of each child's strengths, weaknesses and progress and the individual lessons means much more paperwork for teachers and administrators.

...Seventy-five percent of the children in Early Childhood Education were tested before, and after, their school year. The tests showed pupil academic gains that exceeded normally anticipated performance.

The typical gain for the "typical" child in a non-Early Childhood Education school is registered as 10 months gain for 10 months of schooling. Early Childhood Education primary-graders, registered a 12-month gain in 10 months of schooling and, in reading/language development, the typical gain was 11 months for 10 months of instruction.

There were even larger gains when federally supported compensatory education programs were under the Early Childhood Education "umbrella." Under Title I of the Elementary and Secondary Education Act and Early Childhood Education, the typical gain in reading is 13 months for 10 months of schooling.

What could you expect for your child if he were in an Early Childhood Education program? ...he probably would be more excited about going to school than he is now--a child excited about learning, because school is an exciting place.

...parents getting involved in the child's school in a way...never dreamed possible.

RESOURCES

1. Early Childhood Education in California Passes its First Tests, by Wilson C. Riles, Phi Delta Kappan, September 1975.

2. State Responsibility and Services for the Young Child, by Wilson C. Riles, December 1972.

3. The Early Childhood Education Proposal: A Master Plan to Redesign Primary Education in California, California State Office of the Superintendent of Public Instruction, December 1, 1972.

4. Policies for Early Childhood Education, California State Office of the Superintendent of Public Instruction, January 16, 1973.

5. Curriculum Guide for Compensatory Preschool Educational Programs, California State Department of Education, 1970.

Colorado: Early Childhood Education

DEFINITION:

"Early Childhood Education programs are designed to contribute to the wholesome development of young children through constructive activities which will enhance a child's self-image and create an environment in which a child may realize optimal self activalization. Programs generally apply to children younger than the age to which they may enter kindergarten. However, this may be extended approximately to the age of eight."

ADMINISTRATIVE AGENCY: Local Districts; permissive program (1)

LAWS, REGULATIONS, BOARD POLICY:

§ 22-32-119 Kindergartens.
A board of education may establish and maintain kindergartens in connection with its school district...one year prior to the year in which such children would be eligible for admission to first grade...may prescribe courses of training, study, and discipline and rules and regulations governing such kindergarten programs.

Financial Support:
...kindergarten children may be counted in the aggregate days of attendance.

Regulatory Factors Determined by the Local District

Size of Group:
...kindergarten children can live together best in groups of around twenty-five...teachers should be qualified kindergarten teachers. Multiple sessions have been necessary in some areas to meet crowded conditions. Kindergarten pupils are counted in Average Daily Attendance for State Aid and should receive their share of teaching personnel.

Admission Age:
There is no state law regulating admission age to the kindergartens. The age limitation is determined by the local district. There is a trend, however, to raise the age for admission as older children gain more from kindergarten experiences; thus the admission age in Colorado varies from "five by September 1 to five by December 1, or even January 1."

Registration before the opening of school is recommended and carried out in most districts...Some schools also use staggered admission dates the first week, with small groups reporting each day until the full enrollment is reached.

Length of the School Day:
The typical kindergarten is organized for a half-day, from two and one-half to three hours, although there are a few full day programs and even some multiple sessions of but two hours in length to accomodate greatly increased enrollments. A full day schedule requires more rest periods, with more outdoor activity and a well-balanced noon meal. Again there are no legal requirements for the length of the kindergarten day.

GUIDELINES:

Kindergarten Guidebook could serve as a guideline.

DESCRIPTION OF DESIRED PROGRAM:

Many factors are involved in building a program for kindergarten:

* Length of the school day
* Size of the class
* Physical needs of the particular group of children for outdoor play, rest, toilet periods, and snack
* Teacher's personality
* Season and time of the year
* Age, maturity and interests of the children
* Routine of the school plant
* Locality of the school
* Physical arrangement of the kindergarten rooms, yard, space and equipment

THE CHILD:

Developmental characteristics are located in the Kindergarten Guide.

Working with Parents:
Kindergarten Guide suggests a variety of ways of working with parents.

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT: Certification:

Kindergarten teachers--required.
Prekindergarten teachers, administrators and paraprofessionals--not required.
Elementary Certificate applicable for Early Childhood Education teaching.

TEACHER EDUCATION:

4 institutions with a degree in Early Childhood Education
6 junior or community colleges with associate degrees
14 colleges with some work in Early Childhood Education

Preparation:

In general, a four-year curriculum leading to baccalaureate degree with from twenty-six to thirty-six semester hours in approved professional courses is recommended. These should include a majority of the following, with much actual participation in the kindergarten program: Supervised teaching in kindergarten, observation in kindergarten; childhood education, learning and behavior problems of young children, methods and procedures in pre-school education; home and family life, nutrition of young children; literature and story telling, music, arts and crafts; child psychology, mental hygiene, survey of education, speech correction, and audio-visual teaching.

EVALUATION:

Child evaluation suggested in the guidebook. No program evaluation suggested.

RESOURCES

1. Early Childhood Programs: A State Survey 1974-75; Education Commission of the States, 1975.

2. Kindergarten Guidebook; State Department of Education, Denver, Colorado, 1960.

3. School Law: § 22-32-119 Kindergartens.

CONNECTICUT
Early Childhood Education

State Definition for Early Childhood Education:

Early Childhood Education is concerned with the total development of each young child from birth to about eight years of age with all of his components for growth, including physical cognitive, emotional, social and adaptive.

Early Childhood Education is concerned with the many programs, activities and schemes which attempt to further children's growth, development and ability to cope. It is concerned with the interrelationship of home, school and the community--with particular emphasis on the role and influence of parents, teachers and other persons in the child's environment (peer and adult) and their impact on the child's growth and learning.

Admission Agency: State Department of Education; permissive

Laws, Regulations, Policies:

§ 10-15. Towns to maintain Schools, Prescribed Courses of Study.
Public schools including kindergartens shall be maintained in each town for at least 180 days of actual school sessions during each year. The public schools...may admit...children under five years of age until the first day of January of any school year.

§ 10-15a. Discontinuance of kindergarten programs restricted.
"No kindergarten program shall be discontinued in any public school system after it has been maintained...for five consecutive years."

§ 10-16. Length of School day.
"...in nursery schools and kindergartens a continuous session of 2½ hours may be considered a school day."

Guidelines:

There is no one Curriculum Guide for Early Childhood Programs to follow. Rather, we encourage the use of a variety of resource materials.

Description of Desired Program:

No one desired program.

The Child:

Planning System:

...in the process of completing an assessment of early childhood needs and present resources which will be the basis for comprehensive planning for young children and their families.

Implementation: All state agencies have contributed to the study and hope for input to the comprehensive planning.

Professional Development:

Teacher Training Programs--There are 10 four year institutions of higher education (public and private) offering majors in child development or Early Childhood Education. Twelve two year community colleges offer Early Childhood Education courses or Associates in Arts programs. The range of early childhood preparation is from a 1 year certificate to a Ph.D. degree.

1974 Acts signed into law by the Governor.

"AN ACT CONCERNING TEACHER CERTIFICATION"

This act relates mainly to the supervision of a teacher teaching under a provisional certificate and the ways in which that certificate may be converted to a Standard Certificate. Thirty hours beyond the baccalaureate will be required to qualify for a standard certificate, obtained through one of or the combination of two ways: 1) a planned program at an approved institution of higher education, or 2) an individual program which is mutually determined or approved by the teacher and supervisory agent. Local in-service programs sponsored by boards of education or private schools may be acceptable for credit.

"AN ACT CONCERNING TEACHER EVALUATION"

Every teacher, administrator and special service employee in Connecticut public schools is affected by this new teacher evaluation law. The Superintendent of each school district shall continuously evaluate or cause to be evaluated each teacher in accordance with guidelines established by the State Board of Education and such other guidelines established by mutual agreement between local boards of education and the teachers bargaining organization.

Evaluation:

Additional Information:

The Connecticut Means of Coordinating Services to Young People--Child Day Care Council--Established by statute in 1967, consisting of Commissioners of Health, Welfare, Community Affairs, Mental Health and Education (or their designates) and six governor appointed representatives, one each from a community action program, an early childhood department of a Connecticut college, the Connecticut Association for

Education of Young Children and a parent of a child enrolled in a tax supported and a privately supported day care facility. The public health council shall upon recommendation of the Child Day Care Council, adopt regulations for licensing of child day care centers in order to meet health, educational and social needs of those children attending.

Some Current Thrusts in the State Related to Parenting, Preschool, Kindergarten and Primary Programs

Project ANISA: A developmental-process model, originated by Dr. Daniel Jordan, University of Massachusetts, which seeks to create a goal for all children that allows for continuing growth and release of human potential.

3 - R (Reality-Reeducation-Responsibility): applies a concept of reeducation for students of below average academic performance and inappropriate behavior. Goal: the return of each student to his usual school life with improved academic skills.

Gesell Child Development Ideas in Action: Includes putting into action concepts and research findings of Dr. Arnold Gesell through developmental placements, perceptual training, mother-child tutoring and architectrual programming.

Project Concern Brings Ghetto Pupils to Suburbs: An education program involving busing of inner-city children to classes in suburban schools.

Project SHIP (Schools Humanize/Individualize Programs): One area bringing Individually Guided Education to schools in a multi-unit approach.

Teacher Interaction Learning Center: A place where teachers get together to learn from one another and to work with techniques and materials.

Project Create: The Connecticut Commission on the Arts demonstrated that the arts have a significant role to play in the learning experience of children.

Early Learning Model Program: A continuity compensatory program model for children of cultural and economic deprivation. The model includes: Parent/Child Toy Resource Program (offered in English and Spanish for pre-Head Start Children and their parents as a play-learning experience.) Head Start program encourages parents' continued participation followed by Follow Through. Bilingual/Bicultural programs and Project Concern are also part of this Early Learning Model.

Norwalk Developmental Continuity Program: Norwalk, Head Start is one of 14 national demonstration sites using the pre-school linkage option of the developmental continuity model (providing a mechanism for bringing Head Start and elementary schools closer together to provide a continuous education philosophy, sequenced curriculum and other comprehensive services.)

R E S O U R C E S

1. Memorandum

   Summary of Activities in Early Childhood Education
   TO: National Association of Early Childhood Specialists
   FROM: Carolyn E. Williams, State Department of Education,
   Hartford, Connecticut

2. School Laws

   § 10-15 Towns to maintain schools; Prescribed courses of study.

   § 10-15a. Discontinuance of kindergarten programs restricted.

   § 10-16 Length of School Day.

3. Approved by Marjorie Maynard Englert, Early Childhood Specialist, State Department of Education.

Delaware: Early Childhood Education

The 1968-69 school year marked the beginning of state-supported kindergartens in Delaware.

DEFINITION:

No definition available.

ADMINISTRATIVE AGENCY: State Department of Education; permissive program (5)

LAWS, REGULATIONS, POLICIES:

§§ 204. Kindergartens and playgrounds and other schools.
The State Board of Education may establish kindergartens and playgrounds and such other types of schools as in its judgment will promote the educational interests of the State.

§ 14-1717. In the case of kindergartens, "unit" or "unit of pupils" shall mean 50 pupils. Said pupils may be enrolled for one-half school days in groups approximating 25 enrollees each, thus providing that each "unit" represent two instructional groups within the unit of 50...The State Board of Education shall make uniform rules relative to the establishment of kindergartens in the public school districts of the State in accordance with the provisions of this title...

GUIDELINES:

Kindergarten Handbook, State Department of Public Instruction, is the only available handbook which could be used as guidelines. However, state guidelines have been developed for pre-school handicapped children.

DESCRIPTION OF DESIRED PROGRAM:

"Public kindergarten programs are offered in every Delaware School District but no statewide curriculum exists. The Department of Public Instruction is attempting through its consultant role to encourage districts to develop kindergarten curricula that is integrated with primary programs. Because kindergarten programs are relevantly new in Delaware, facilities and equipment are good to excellent."

Many primary programs in Delaware are experimenting with the open classroom concept. In addition, primary programs have been emphasizing progress toward statewide objectives in reading and math which are coordinated with a new statewide assessment program.

New public pre-school programs are being developed for handicapped children in Delaware as new state guidelines allow for funding of such educational units for children beginning at 3½ years old. No other public preschool programs are being developed at this time.

THE CHILD:
No statement available.

PLANNING SYSTEM:
No planning system available.

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT--CERTIFICATION:

Kindergarten teachers and administration--required
Kindergarten paraprofessionals--not required
Prekindergarten teachers and administration--required
Prekindergarten paraprofessionals--not required

Elementary certificate applicable for Early Childhood Education teaching

RESPONSIBILITY: Department of Public Instruction

2 colleges with degree in Early Childhood Education
3 junior and community colleges with associate degree
2 colleges with some work in Early Childhood Education

EVALUATION:

No total state evaluation.

MISCELLANEOUS INFORMATION:

Comprehensive Legislation has been introduced that would provide for licensing standards for Day Care, Pre-School and Nursery School Programs. The Legislation was introduced by the Delaware Department of Health and Social Services and is now being studied by Legislators and a Task Force of concerned professionals from public and private agencies. If the legislation is passed, over the objection of private owners of preschools, preschools would be subject to state control for the first time.

RESOURCES:

1. Kindergarten Handbook, State Department of Public Instruction, Dover, Delaware, 1971.

2. School Law: § 204 Kindergartens and Playgrounds and other schools.
   § 14-1716. Unit of pupils for kindergartens.

3. Memorandum: To National Association of Early Childhood Education Specialists
   From Judith Myers, Supervisor, Early Childhood and Exceptional Children, State Department of Education. "Activities in Early Childhood Education for Delaware", 1974-75.

4. The Very Young and Education, 1974 State Activity, Education Commission of the States, Denver, Colorado, 1975.

5. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, 1975.

6. Approved and comments okayed by Judith Myers, Supervisor, Early Childhood Education, Special Education, State Department of Education, Dover, Delaware.

Florida: Early Childhood Education

DEFINITION (Proposed)

Early Childhood Education and basic skills development...defined in terms of basic human needs, means the sequential growth, and totally interrelated development of the intellectual, personal-social, physical-motor, and cultural characteristics necessary for effective individual performance and satisfaction. This includes emotional well-being, career and leisure interests, and societal skills.

Early Childhood Education and basic skills development stresses the potential of the individual, whether child, adolescent, or adult... to synthesize past experiences, and to continue to grow in relationships with others.

Early Childhood Education begins before birth and establishes an optimal comprehensive learning climate which forms the foundation for continued learning, and overlaps with basic skills and development which is an on-going learning process beginning in the early childhood years, and extending throughout life. (1)

Administrative Agency: State Department of Education; permissive program. (5)

LAWS, REGULATIONS, POLICIES:

...authorization of a statewide Kindergarten program by the 1968 Florida Legislature...by 1973 it is expected that all children in Florida will be able to attend a public Kindergarten. (5)

§ 228.16 Support of Public Schools:

Nursery Schools:
...shall be supported and maintained from county taxes, district taxes, tuition charges...federal or other lawful sources, exclusive of state sources.

Kindergartens:
...when organized, shall be considered part of the elementary school organization and shall be supported by funds from state, county, district, federal or other lawful sources or combination of sources. (2)

§ 228.14 Other public schools: nursery schools, Kindergartens...

The public schools of Florida shall include nursery schools, kindergartens....

Nursery Schools:
...shall comprise...organization of at least twenty (20) such children at any school center.

Kindergartens:
...organization of at least twenty (20) such children at each school center. (2)

§ 232.04 In Kindergartens:

....attained the age of 4 years 9 months on/before first day of month...shall be eligible for admission to public kindergarten...midyear admissions...attained the age of 4 years 11 months, beginning of second semester may be enrolled.

§ 232.05 In nursery schools:

...age of 3 years 9 months on/before the first day of the month within which schools open...eligible...midyear admissions 3 years 9 months...beginning of second semester. (2)

§ 228.041 School day:

not less than 3 net hours, or equivalent

School year:

180 days of instruction or equivalent on hourly basis. (2)

§ 228.061 Supplementary Index to Rules

Kindergarten
...such classes shall be implemented on a statewide basis in annual increments so that all such children shall be served by 1973-74 school year. (2)

§ 230.2311 Legislative intent:

Early Childhood Education Plan and Programs.

1. ...to recognize the need for the comprehensive evaluation and restructuring of Early Childhood Education...meet the unique needs, talents, interests, abilities of each pupil...districts develop plans for Early Childhood Education with participation of parents, educators and other community residents.
   ...Early years of a child's education is crucial to his future success...shall be the continuing concern of the educational system that each pupil shall have obtained a level of competency in the basic skills...

2. Comprehensive educational plan of each district for 1976-77, shall include a plan for Early Childhood Education programs.
   ...seek direct community, parent, teacher and school administration involvement in all phases...(2)

GUIDELINES:

Each district's plan...shall be based on guidelines prepared by the Department of Education pursuant to Chapter 74-238 Laws of Florida and shall be submitted to the Department for review and comment. (2)

Curriculum Guide, A Guide - Early Childhood Education in Florida Schools

DESCRIPTION OF DESIRED PROGRAM:

a. teacher-pupil ratio should not exceed 25, correspondingly smaller groups...for three and four year olds.

b. half day or full day programs.

c. Facilities:
--located on ground floor
--30 square feet per child
--toilet facilities, adjacent to classroom, one per each ten children.
--outdoor space 75-100 square feet fenced in area.

d. Parent participation--strongly encouraged. (5)

THE CHILD:

"...Early years of a child's education...crucial to his future success...shall be continuing concern of the educational system that each pupil shall have obtained a level of competency in the basic skills to continue future educational success by the time he leaves the early childhood program or its equivalent."

"The objectives...shall include assurance that each pupil shall have an individually appropriate program to permit the development of his maximum potential and that each pupil who has completed the Early Childhood Education program...shall have achieved a level of competency in the basic skills of reading, language, and mathematics sufficient to continue his success in educational experiences and show progress in accordance with his potential. (2)

PLANNING SYSTEM:

The comprehensive educational plan of each school district... for the 1976-77 school year shall include a plan for Early Childhood Education programs...shall seek direct community, parent, teacher, and school administration involvement in all phases of the planning and development of the plan prior to approval. (2)

further information:
§ 230.2331 Legislative intent:
Early Childhood Education plans and programs.

IMPLEMENTATION:

Such classes shall be implemented on a statewide basis in annual increments so that all such children shall be served by the 1973-74 school year...phasing all the schools of the district into the program within three (3) years of the adoption of the master plan. (2)

PROFESSIONAL DEVELOPMENT:

The Department of Education shall use the year 1974-75 for planning for the provision of such technical assistance as the districts may request. In assisting the districts, special emphasis shall be given to:

(a) Assembling, developing, and distributing materials on alternate elementary education programs and their implementation.

(b) Conducting state and regional conferences and workshops on the evaluation and restructuring of elementary education programs.

(c) Developing programs for inservice and preservice teacher, paraprofessional, administrator-parent training in early childhood and elementary education programs.

(d) Strategy for providing staff development and inservice training.

Teacher Training Programs:

Ten Teacher Education Centers are in the process of being operated by district school boards in cooperation with teacher training institutions for both preservice and inservice education purposes.

Early Childhood Education certification is in the process of being upgraded from the present six semester or nine quarter hours "add-on" to elementary education. (1)

1. Certification: Kindergarten teachers and Administration required
   Kindergarten Paraprofessionals--not required
   Prekindergarten teachers, administrators, "varies"
   Elementary Certificate is applicable for Early Childhood Education teaching

2. Responsibility of Certification: State Department of Education

3. Teacher Education:
   8 institutions offering a degree in Early Childhood Education.
   8 junior and community colleges offering two year degrees.
   17 colleges with some work in Early Childhood Education.

EVALUATION:

Evaluation of the program by the school board with the assistance of the administrators, teachers, and parents.

MISCELLANEOUS INFORMATION:

"Guidelines for Reports and Conferences" form found in curriculum guide. Also suggestions for child evaluation.

RECENT LEGISLATION AND CURRENT THRUSTS:

CSSB 96, a bill passed during the 1974 Florida Legislative session, "declares that the early years of a child's education be recognized as crucial to his future success" and calls for each pupil to obtain "a level of competency in the basic skills sufficient to continue future educational success by the time he leaves the early childhood program or its equivalent." School districts shall have a comprehensive plan for Early Childhood Education for the 1976-77 school year and are strongly encouraged through the legislation to recognize and plan for each child as an individual via fourteen different provisions, including an individualized diagnostic approach, emphasis on emotional and social development, parent involvement, parent education, staff development and inservice training and planning and evaluation with direct/community/school involvement.

A comprehensive school health program will provide screening in the areas of health and nutrition for all public school aged children and follow-up care will be provided for selected populations.

Diagnostic screening centers will be established by the 1976 school year for the initial screening of all entering kindergarten children. (1)

RESOURCES

1. Memorandum

   Summary of Major Early Childhood Activities, 1974
   State Department of Education
   TO: National Association of Early Childhood Specialists
   FROM: Department of Education, Early Childhood Division

2. School Laws

   §§ 228.16 Support of public schools

   §§ 228.14 Other public schools, nursery schools, kindergartens...

   §§ 232.04 In kindergartens

   §§ 232.05 In nursery schools

   § 236.04 Procedure for determining number of instruction units

   § 228.041 Specific definitions

   § 230.2311 Legislative intent:
   Early Childhood Education plan and program

3. A Guide - Early Childhood Education in Florida Schools,
   State Department of Education, Tallahassee, Florida, 1969.

4. The Very Young and Education, 1974 State Activity,
   Education Commission of the States, Denver, Colorado, 1975.

5. Early Childhood Programs: A State Survey 1974-75
   Education Commission of the States, Denver, Colorado, 1975.

Hawaii: Early Childhood Education

Three on Two Program for Grades K-3

...is designed to maximize student learning under certain prescribed general conditions, strategies, materials and other necessities to facilitate individualization of instruction through the team approach to teaching. It is a program of operation for teaching and learning situations aimed at the total growth of the student, including increased self-awareness increased autonomy in learning, and improved interpersonal relationships...It is intended to carry out the goals of the Hawaii State educational program for kindergarten through grade three.

DEFINITION:

"Children ages five through eight (Kindergarten - Grade Three)"

Administrative Agency: State Department of Education; permissive program (1)

LAWS, REGULATIONS, BOARD POLICY:

§ 298-4 Kindergartens; Attendance.
...Department of Education may establish and maintain kindergartens...at least 15 children...No child shall attend... unless...five years...on or before December 31...provided the department shall establish procedures and criteria to determine the psychological and physiological readiness of children for kindergarten and shall grant an exception in the case of a child who is found to be ready. (2)

GUIDELINES:

Three on Two Prpgram, Administrative Guidelines, and Implementation Handbook.

Administrative Guidelines: These administrative guidelines are based on broad legislative guidelines or the Department's specific views... As these guidelines are used and experience gained in this Program, the field's evaluation will be of much value in improving these guidelines...

DESCRIPTION OF DESIRED PROGRAM:

The Program Objectives: The program objectives for the student are

* To acquire basic academic learnings.
* To develop autonomy in learning (self-direction).
* To develop a more realistic and positive self-concept.
* To establish satisfying interpersonal relationships.

These objectives for the students are sought by focusing on the following STIPULATIONS which will facilitate INDIVIDUALIZATION OF INSTRUCTION THROUGH THE TEAM APPROACH TO TEACHING.

1. VERTICAL ARTICULATION THROUGH UNGRADED ACTIVITIES:
providing students with appropriate learning activities based on the diagnosis of the individual student's needs, interests and learning styles rather than teaching based on grade level designation or chronological age; providing improved services to the gifted and the slow achiever.

2. COUNSELING AND GUIDANCE:
providing improved counseling and guidance services to students by teachers.

3. FLEXIBLE SCHEDULING:
providing for appropriate scheduling based on student's needs.

4. VARIABLE GROUPS:
providing for instructional grouping of students based on the nature of the learner, the nature of what needs to be learned, and the appropriateness of activities.

5. PHYSICAL FACILITIES:
using facilities flexibly.

6. INSTRUCTIONAL MATERIALS:
using a variety of multi-media approaches and instructional materials, including multi-texts.

7. TEAM APPROACH:
utilizing the planning, teaching, and evaluation skills of the team of three co-equal teachers, and involving students to help each other.

8. PARENT CONFERENCES:
providing for periodic conferences with parents.

9. PREPARATION TIME AND DUTY-FREE LUNCH PERIOD:
providing teachers with preparation time during the school day and a duty-free lunch period.

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1. Determination of the Number of Classes and Schools
   a. ...total number...is limited by legislative funding.
   b. ...State Office shall allocate the number...positions to each district.
   c. ...District Office shall designate the schools...

2. Teacher Personnel
   a. ...three professional, co-equal teachers shall be assigned to a combination of two vertical classes, such as K-1, 1-2, or 2-3. They shall share responsibilities in planning, instructing, and evaluating student progress...

b. ...teachers shall be assigned in the usual way...an additional teacher shall be assigned for the plan...

c. Substitutes shall be hired after the third day. Hires for the first three days shall be negotiable between the principal and district superintendent.

3. Student Personnel

a. The combinations of grades shall be on a vertical plane, such as K and 1, 1 and 2, or 2 and 3...shall be random selection of students...

b. ...students shall be considered as one classroom group...and not divided equally among the three teachers...establishing three self-contained classrooms of a lower teacher-pupil ratio.

4. Facilities

a. Requests for renovations shall be made by the principal to the district superintendent.

b. ...large room concept is considered most feasible for this...

c. Carpeting is provided for K-1 classes where walls have been removed, subject to availability of funds.

d. Basic equipment shall be provided by State funds. Schools should attempt to use their own funds to provide additional equipment for individualization.

5. In-Service Workshops for Teachers

a. An orientation workshop in August for teachers entering the program shall be conducted by each district.

b. In-service workshops on individualization shall be conducted by each district. The Program Specialist in Early Childhood Education will coordinate workshop needs of the various districts.

THE CHILD: Home-School Relations:

A. Purpose

To learn about the child's previous development and the meaningful persons and events in his life.

To inform parents about the school program, its facilities, special events, personnel, philosophy, and major objectives.

To report and evaluate the child's progress and reaction to school experiences.

B. Techniques for Home-School Relationship

There are numerous ways in which the child's parents and teachers work together:

1. Individual Conferences
   Considerations

2. Other Reports

3. Home visits

4. Parent Observation and Discussion

5. Parent Orientation

PLANNING SYSTEM:

1968 State Legislature, in its Conference Report No. 3, encouraged the Department to implement this Program. It report state in part:

"The Committee commends attention to a new program which concentrates attention to the early years of schooling. The plan would put three teachers where two are now assigned, so that three co-equal workers are with two classrooms. Two grade levels must be involved with each team of three, such as K-1, or 2-3. The present program proposal is limited to grades kindergarten to three, and for lack of label is called a "K-3" program, or "3-on-2" program.

"If the arrangement of three teachers for two classes is afforded, the stage would be set for team-teaching in one dimension and ungraded activities on the other to meet individual experiences and for proving out such assumptions that children learn from each other and others older and younger, that only in the school setting are children unnaturally separated by age."

The Long-Range Plans

It is the Department's hope to complete non-grading, K-3, within a six-year period. In 1968-69, the 3 on 2 program was initiated in 97 schools with a total of 217 teams of teachers (or 3 on 2 programs). In 1969-70, this number was increased by 100 teams of teachers. Precise and systematic planning is being made for expansion and/or modification based on experiences gained.

IMPLEMENTATION:

Implementation Guidelines and Suggestions

Program Goal:
The goal is to maximize student learning which will contribute to the intellectual, social, emotional and physical growth of students by providing for greater individualization of instruction through the team approach to teaching.

Statement of Purpose:
The purpose of the 3 on 2 Program is to provide an organizational pattern

which facilitates individualization of education. This pattern of organizing classes and personnel consists of (1) a vertical combination of grades and (2) a team approach to teaching. It is an attempt to eliminate both gradedness and the self-contained classroom from Grades K-3.

Definitions:

a. 3 on 2 Program
...an organizational and an operational plan. It is an organizational concept where a team of three co-equal teachers will teach a group the size of two classes which is a combination of grade levels such as K-1, 1-2, or 2-3. It is an operational plan where education is individualized and teaching is a team effort.

b. Vertical Organization
Vertical organization refers to a combination of two consecutive grades to form a unit, such as K-1, 1-2, or 2-3.

c. Team
A team is an instructional unit within a school. It is a combination of (1) a distinct student group, composed to two consecutive grade levels, K-1, 1-2, or 2-3, and (2) a three-member co-equal teacher group responsible for teaching the student group.

d. Team Approach to Teaching
...team efforts of the three co-equal teachers and the students...

e. Co-Equal Teachers
...teachers are equal in professional standing. In terms of responsibility, it means equal responsibility for the success of the program and equal sharing of responsibilities.

f. Individualization of Education
...providing appropriate educational experiences for each student based on his background of experiences, learning capacities, his interests and competencies, his problems and aspirations...

g. Grouping
...based upon appropriateness of activities...

Curriculum:

a. Content
...language arts, mathematics, social studies, science, art, music, physical education, and health.

In determining content, the teachers should:

1. Diagnose student needs and interests.
2. Determine concepts and skills to be learned.
3. State objectives in behavioral terms.
4. Select appropriate and meaningful activities that meet the varying needs of the students.
5. Determine means of evaluation.

1.2 Strategies of Instruction:

a. Individualization of Instruction
   1. Diagnosis
   2. Prescription
   3. Instructional Materials
   4. Grouping Students for Instruction
   5. Time Allocation

b. The Team Approach to Teaching
   1. Students--shall be given greater responsibility for learning and shall be considered as resource in assisting each other. They shall be actively involved in the entire instructional-learning procedure which would include identifying tasks or problems, establishing student goals, planning and organizing activities, exploring, inquiring, interacting, and evaluating.

1.3 Facilities
   a. Physical Facilities
   b. Equipment

1.4 Support Services

1.5 In-service Education Workshops, Institutes and Other Such Activities

1.6 Evaluation of Student Progress

1.7 Reporting Student Progress

1.8 Promotion

1.9 Counseling and Guidance
   a. (1) Group influence on learning
      (2) Group guidance of the individual

   b. Counseling of Individual Pupils

   c. The Interview

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education teachers, administrators and paraprofessionals--required.
Elementary Certificate valid for K-8.
Early Childhood Education Certificate valid for prekindergarten.

Responsibility: State Department of Education.

TEACHER EDUCATION:

2 colleges with degree in Early Childhood Education
1 junior or community college with associate degree
3 colleges with some work in Early Childhood Education (1)

EVALUATION:

...shall be with respect to both the Program objectives for the students and the Program stipulations.

The program evaluation shall consist of two approaches for gathering data to make judgments about the success of the program:

Approach I: Interviews and questionnaires to assess attitudes.

Approach II: Tests, scales, and interviews to assess academic learnings; progress of the students in the 3 on 2 will be compared with those in the self-contained classroom.

A. Evaluation of Program Objectives for Students' Specific Learning Outcomes:

* To what degree did the students acquire basic academic learnings? What was the progress made by the students?

* To what degree did the students develop autonomy in learning (self-direction)?

* What evidence is there about the students developing a more realistic and positive self-image?

* What evidence is there about the students establishing satisfying interpersonal relationships?

B. Evaluation of Program Stipulations:

* To what degree was there movement toward greater individualization of instruction?

* What evidence is there about services to the gifted and the slow achiever?

* What evidence is there about vertical articulation of learning activities?

* What evidence is there about children relating across grades and assisting each other to learn?

* What evidence is there about counseling and guidance services to students by the teachers?

* What evidence is there about periodic conferences with parents? Were there increased and improved communications with parents?

* What evidence is there about flexible scheduling, variable instructional materials used?

* What evidence is there that the team approach to teaching was effected?

* Was it possible to provide teachers with preparation time? With duty-free lunch period?

RESOURCES

1. Early Childhood Programs: A State Survey 1974-75; Education Commission of the States, 1975.

2. Three on Two Program, Administrative Guide and Implementation Handbook; State Department of Education, Honolulu, Hawaii, 1970

3. Memorandum:
   Recommendations of the Plan for Early Childhood Education Program
   TO: Chairman, Board of Education
   FROM: Teichiro Hirata, Superintendent of Education
   DATE: February 14, 1975

4. School Law: § 298.4 Kindergartens; Attendance.

Illinois: Early Childhood Education

Legislation acted upon by the 75th General Assembly of the State of Illinois mandates that all boards of education responsible for operating elementary schools establish kindergarten after July, 1970.

DEFINITION:

Child Care Act of 1969

§ 2.12 Nursery Schools, defined.
"Nursery Schools" means day care centers which receive children between the ages of two and six years and which are established and professionally operated primarily for educational purposes to meet the development needs of the children served.

§ 2.13 Kindergartens, defined.
"Kindergartens" means day care centers which receive children between the ages of four and six and which are established and professionally operated primarily to conduct educational programs for early childhood development. (2)

Administrative Agency: State Dept. of Education; mandatory program, 1970.

LAWS, REGULATIONS, POLICY:
The School Code of Illinois

§ 10-20.19a
Mandates all boards of education operating elementary schools to establish and maintain kindergartens after July 1, 1970, for the instruction of children in accordance with rules and regulations prescribed by the Office of the Superintendent of Public Instruction.

A. Parents are not compelled to send their children to kindergarten because the compulsory attendance law does not refer to children of kindergarten age.
B. Kindergarten must be recognized by the administration and board of education as an integral part of the educational program and subject to all statutory and regulatory standards.
C. A kindergarten teacher must hold a valid State of Illinois elementary teaching certificate.

§ 10-22.18 Kindergartens.
To establish kindergarten for the instruction of children between the ages of four and six years upon petition of at least 50 parents.

§ 10-22.38
To cooperate with other educational governmental, social and volunteer agencies in the establishment and carrying out of programs--for pre-school handicapped children. No state or local tax monies may be used for this purpose.

§ 10-23.2 Nursery schools.
Nursery schools may be established in districts maintaining grades one through eight or one through twelve if no state or district taxes used.

Section 18.8h
Provides for two organizational types of kindergarten.

A. A session of two or more clock hours may be counted one-half day of attendance by kindergarten pupils.
B. Sessions may be arranged so as to count two and one-half days of attendance in any five consecutive days. This will permit a district to have kindergarten three full days one week and two full days the next.

Section 27.8
Kindergarten pupils must conform with the physical examination and immunization provision of this section.

Section 29.5
Provides reimbursement by State for transportation of resident pupils in kindergarten according to the guidelines of the reimbursement claim forms.

Article 14
Provides for all handicapped children ages five through twenty-one to receive a fair opportunity for an education in our public schools.
A. Section 14-1.02--Physically handicapped children.
B. Section 14-1.03--Maladjusted children.
C. Section 14-1.04--Educable mentally handicapped children.
D. Section 14-1.05--Trainable mentally handicapped children.
E. Section 14-1.06--Speech defective children.
F. Section 14-1.07--Multiply-handicapped children. (1)
Mandate: Early Childhood Education for handicapped children.

TEACHER-AIDES: Qualifications:
Thirty semester hours of credit from a recognized institution of higher education.

Good character and good health.

United States citizenship.

Compliance with that portion of Section 24-5 of The School Code of Illinois requiring physical fitness and freedom from communicable disease, and the statute requiring annual evidence of freedom from tuberculosis.

Persons with these qualifications may be involved in classroom instruction under the direct supervision of the classroom teacher.

Teacher-aides may be employed for classroom assistance, playground, and lunchroom supervision of young children, if they comply with Section 24-5 of The School Code of Illinois.

If teacher-aides are to work effectively as auxiliary personnel, they must possess such attributes as interest in working with children and compatibility with the assigned teacher. The principal should provide the necessary time and resources for the classroom teacher and teacher-aides to become involved in inservice programs to prepare for their respective cooperative roles in working with young children.

Specific Responsibilities and Teacher Expectations of the Principal:

In achieving success in the development of an effective kindergarten program, the principal:

Keeps informed of current research and practice in Early Childhood Education.

Provides funds for instructional materials, equipment, and physical facilities necessary to conduct an effective program.

Strives with the teachers to involve parents in the total school program to keep the lines of communication open.

Provides resource assistance and time for teachers to carry on curriculum study through such means as inservice programs; attendance at state and national meetings, intervisitation and intravisitation.

Participates as a member of the professional team in the continuous development and implementation of effective learning programs.

Provides special services for those young children needing help in special areas which require the assistance of such professionals as school health nurse, speech therapist, psychologist, and others.

Provides time for the kindergarten teachers to work with the primary teachers to develop a sequential program.

GUIDELINES: Rules and Regulations to Govern the Administration and Operation of Special Education.
Early Childhood Education in Illinois, Focus on Kindergarten, can be used as guidelines.

DESCRIPTION OF DESIRED PROGRAM:

A. Half day; "two and one-half days of attendance in any five consecutive days." (three full days one week, two full days the next.)

B. Forty to sixty square feet per child.

C. Running water, sinks, drinking fountains, toilet facilities should be provided in every classroom.

D. Playground facilities at least 75 square feet per child.

E. Parent involvement is strongly suggested.

F. Continuous evaluation of the individual school's kindergarten program is suggested.

THE CHILD:

Illinois Constitution calls for free education of all persons to the limits of their capacities. Illinois State Plan: The State of Illinois will continue its legislative mandate to insure that each handicapped child receives educational programs and services, including special education, to the limits of their capacities. Parents' rights are addressed in the Rules and Regulations to Govern the Administration and Operation of Special Education (developed pursuant to the School Code).

PLANNING SYSTEM:

Currently treated as an integral part of the spectrum of educational services required by law and described in the School Code. Local educational agencies develop local comprehensive plans to meet educational needs.

IMPLEMENTATION:

Responsibility of local educational agency to determine needs and provide services.

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education teachers and administrators--required
Paraprofessionals--not required
Elementary Certificate valid for K-8.
Early Childhood Education Certificate valid for prekindergarten teaching.
Type 10 (Special) plus four courses in early childhood.

Inservice Programs:
All professional and non-certified staff members need to be involved in a continuous inservice program which becomes an integral part of the total curriculum program. Required in School Code 10-22.99.

Responsibility: State Department of Education and local educational agencies.

TEACHER EDUCATION:

Three colleges with a degree in Early Childhood Education. (new figures not available)

EVALUATION:

Cited in the curriculum guide only in terms of the child.

Evaluated by state education agency in study of comprehensive school program.

RESOURCES

1. Early Childhood Education in Illinois, Focus on Kindergarten, State Department of Education, 1970.

2. School Law: § 2212.12 Nursery Schools, defined.

   § 2212.13 Kindergarten, defined.

   § 10-22-18 Kindergartens.

3. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, April, 1975.

4. Approved by Jacqueline Crain, Assistant Director, Department for Exceptional Children, Illinois Office of Education.

Indiana: Early Childhood Education

The Department plans to make kindergarten an obligatory offering by all school corporations by September of 1976; enrollment and attendance would not be mandated. The efforts in regard to programs below the kindergarten level will be designed to encourage and support those local school corporations willing to plan and undertake a sequence of educational experiences for the ages of four to eight. (1)

DEFINITION:

Administrative Agency: State Department of Education; permissive program

LAWS, REGULATIONS, POLICIES:

§ 20-5-16-1 Nursery Schools: Establishment.
"The board of school commissioners of any incorporated town or city, or the trustee of any school corporation may establish and maintain...nursery schools for the instruction of children under six years of age." (2)

§ 20-5-16-2 Funds for establishment and maintenance.
...from the same revenue in the same manner as other grades...(2)

GUIDELINES:

Plans are being made now by the Division of Curriculum, Department of Public Instruction, for the development and publication of kindergarten guidelines for teachers, parents, and administrators. A broad-based representative Task Force will assess the status of Early Childhood Education in the state and recommend an appropriate role for the State Department in the future through a state educational plan.

DESCRIPTION OF DESIRED PROGRAM:

THE CHILD:

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT: Certification:

Kindergarten and prekindergarten teachers and administrators--required
Kindergarten and prekindergarten paraprofessionals--not required

Elementary Certificate applicable for Early Childhood Education teaching.

Responsibility: State Department of Public Instruction (4)

TEACHER EDUCATION:

10 colleges with degress in Early Childhood Education.

EVALUATION:

RESOURCES

1. Memorandum

   Early Childhood Education in Indiana
   TO: National Association of Early Childhood Education Specialists
   FROM: Catherine Hayes, State Department of Education, 1974.

2. School Law: § 20-5-16-1 Nursery Schools: Establishment.

   § 20-5-16-2 Funds for the establishment and maintenance.

3. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, #65, April 1974.

4. Approval by - Catherine Hayes, Early Childhood Education Specialist, State Department of Education, Indianapolis, Indiana.

Iowa: Early Childhood Education

DEFINITION:

Administrative Agency: State Department of Education; permissive program (1)

LAWS, REGULATIONS, BOARD POLICY:

§ 257.25 Educational Standards:

1. Nursery school activities shall be designed to help children use and manage their bodies, extend their interests and understanding of the world about them, work and play and express themselves.

2. Kindergarten programs shall include experiences designed to develop emotional and social living, protection and development of physical being, growth in expression and language arts and communication readiness.

§ 260.5 Definition of fields:
"...the elementary school field shall be construed to include the kindergarten and grades one to eight inclusive..."

§ 280.16 Kindergarten Department:
"The board of any independent school district upon the petition of the parents or guardians of 25 or more children of kindergarten age, may establish and maintain a kindergarten..." (2)

GUIDELINES:

Kindergarten Handbook, Department of Education, 1966, can be used as guidelines.

DESCRIPTION OF DESIRED PROGRAM:

A. Attendance
   1. For one or two weeks at the beginning of the year the kindergarten should have staggered attendance of total enrollment.
   2. Should be one-half day sessions.

B. Class size
   "The pupil/teacher ratio should be one that permits each teacher to adequately observe and guide kindergarteners..." (3)

THE CHILD:

Section concerning parents in the handbook.

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education teachers and administrators--required
Paraprofessionals--not required

Elementary Certificate applicable for Kindergarten teachers; not for prekindergarten teachers.

Responsibility: State Department of Education.

TEACHER EDUCATION:

4 institutions offering degrees in Early Childhood Education
4 junior and community colleges offering associate degrees
26 with some work in Early Childhood Education

EVALUATION:

RESOURCES

1. Early Childhood Education Programs: A State Survey 1974-75, Education Commission of the States, 1975.

2. School Law: 257.25 Educational Standards
   260.5 Definition of Fields
   280.16 Kindergarten Departments

3. Kindergarten Handbook, State Department of Education, 1966.

Kentucky: Early Childhood Education

DEFINITION:

Administrative Agency: State Department of Education; permissive program (1)

LAWS, REGULATIONS, BOARD POLICY:

§ 158.090 Kindergarten/Night Schools:

"The Board of Education...may establish and maintain kindergarten for children from four to six years of age subject to approval from the Superintendent of Public Instruction."

§ 158.310 Permit--Requirements:

1. No person, firm, corporation, association or organization shall conduct, operate, maintain or establish a kindergarten-nursery school, unless a permit therefore has been issued by the superintendent...

2. Each kindergarten-nursery school shall...make application... for a permit.

3. A permit shall be issued...provided that the requirements of the law have been met.

4. Regular and provisional permits shall expire one year from their effective date.

5. The superintendent shall...regulate the issuance of permits to establish kindergarten-nursery schools not meeting requirements ...and may revoke the permit of any kindergarten-nursery failing to meet such requirements within a reasonable period of time. (3)

§ 158.320 Centers, Inspection of; Records to be Kept; Reports to be Made.

"Kindergarten-nursery schools shall, at all times, be open to inspection by such persons and inspectors as are herein provided for and shall keep such information and reports; and comply with such rules and regulations..."

§ 158.350 Advisory Committee; Appointment of; Duties.

"There shall be an advisory committee...appointed by the superintendent, to advise and consult...in the development of rules and regulations..."

§ 158.300 Definitions.

"Kindergarten-nursery school: Any private kindergarten or nursery school which provides educational experiences for four or more children between the ages of three and six, in return for tuition, fees or other forms of compensation; provided that the kindergarten-nursery school shall not include any public, private school or college operating under the accreditation program..."

§ 50.030 Child--Instructional Staff Ratio:

"The number of instructional staff shall be such as to insure safety and guidance for the growth and development of the children. Children shall never be left without one adult in attendance and the availability of a second person."

AGE: 3	10 children	1 adult
	11-15 children	1 adult, 1 full-time assistant
AGE: 4	15 children	1 adult, 1 full-time assistant
	16-25 children	
AGE: 5	20 children	1 adult, 1 full-time assistant
	21-35 children	

§ 50.050 Program:

1. "...shall provide opportunities and experiences with each child's comprehension and rate of growth."

2. "...shall include desirable experiences in social living, physical development, emotional growth and stability, literature, language, science, music, art and creative activities."

3. "A good program should be informal and feasible with a suitable balance between quiet and active periods."

§ 50.061 Housing:

1. No school shall be operated above the second story.

2. ...shall be at least 35 square feet in the classroom for each child enrolled.

3. For each 30 children enrolled, shall be at least 50 square feet in a separate partitioned-off space for isolating a sick child.

4. ...shall be outside windows in playrooms, sleeping rooms, toilet rooms equal to at least 1/5 of the floor space.

5. ...shall be facilities with hooks to handle wraps.

6. Second floor stairs used by three and four year olds shall be guarded by gates which will be kept closed when not in use.

7. There shall be open shelving in the playroom to hold... materials children should reach for themselves.

8. Bulletin boards shall be placed low enough for children to see their work displayed.

§ 50.090 Grounds:

1. Shall be at least 60 feet (square) of yard space per child enrolled.

§ 50.040 Transportation:

If the school provides transportation, adequate insurance for the child's protection shall be carried.

§ 50.100 Equipment and Supplies:

1. All furniture shall be child size, sturdy, washable.

2. Clean mats or rugs in half day programs.

3. Piano/record player recommended for each school.

4 Housekeeping area shall include...

5. Wooden unit blocks of various sizes and shapes...

6. A library should be provided...

7. Manipulative equipment...

8. Consumable materials...

9. Some type of easel is important...

10. Outdoor equipment contributing to good physical development will include...

§ 158.030 Age of Entrance:
...five years before December 31...

§ 50.010 Instructional Staff:
1. Desirable competencies.

2. Educational qualifications:
...shall hold a regular certificate, show evidence of having completed special courses or workshops in kindergarten program.

§ 51.040 Classroom Facilities:

1. ...Thirty-five square feet per child.

2. ...adequate storage space with individual lockers for each child.

3. ...Kindergarten room should contain its own toilet facilities, sink...

§ 51.050 Length of day, transportation:

1. Kindergarten--not less than three hours, may include lunch.

2. Kindergarten children should have a special transportation program separately from the regular bus schedule for older children.

GUIDELINES:

Found in Education in Kentucky for Children Under Six, Department of Education, 1967.

DESCRIPTION OF DESIRED PROGRAM:

Refer to section entitled "Laws, Regulations, and Board Policy" in this document.

THE CHILD:

"...is constantly reaching out for understanding. He is ever curious and alert to the world about him. His desire to learn, however, takes sudden shifts and his expressed interests change quickly."

Section in the curriculum guide discussing parents and teacher.

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT: Certification:

Kindergarten teachers and administrators--required
Prekindergarten teachers and administrators--not required
Paraprofessionals--not required

Elementary Certificate applicable for Early Childhood Education teaching.

Responsibility: State Department of Education

TEACHER EDUCATION:

1 institution with degree in Early Childhood Education.
9 institutions with some work in Early Childhood Education.

EVALUATION:

Informal individual program evaluation discussed in the curriculum guide. (2)

RESOURCES

1. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, 1975.

2. Education in Kentucky for Children Under Six, Department of Education, 1967.

3. School Law:
   - 158.090 Kindergartens/Night Schools
   - 158.310 Permit Requirements
   - 158.320 Centers, Inspection of; Records to be Kept; Reports to be Made.

Maryland: Early Childhood Education

All public schools in Maryland have Early Childhood Education programs which are planned for children, ages six through eight. As of September 1973, the Early Childhood Education program in each school system will include children, ages five through eight. (1)

DEFINITION:

Administrative Agency: State Department of Education, mandatory

LAWS, REGULATIONS, BOARD OF POLICIES:

§ 73. Admission of pupils; kindergarten programs, required school year.

All persons between the ages of five and...shall be admitted free of charge to the public schools of the State provided, however, that in those counties that do not on July 1, 1971 provide kindergartens or which on this date provide less than full kindergarten programs, implementation of full kindergarten programs shall be phased in by September of 1973, but in no event shall full programs be mandatory before September of 1973 provided, however, that full kindergarten programs shall be implemented by September of 1970 in Allegany and Carroll counties. All such public schools under the jurisdiction of boards of education shall be kept open for not less than one hundred eighty (180) actual school days during a ten-month period of each school year. (2)

GUIDELINES:

Guidelines for Early Childhood Education to ensure the effective dissemination and use of these guidelines, it is recommended that:

Guidelines be presented to local school systems in ways that provide opportunity for discussion and planning;
Representatives of the multi-agency committee responsible for developing the guidelines be involved in the initial presentation of the guidelines;
Provisions be made for local school systems to work cooperatively with colleges and the Maryland State Department of Education in developing specific plans for implementing the guidelines;
Guidelines be reviewed every five years by the Maryland Early Childhood Education Committee and revised as needed.

DESCRIPTION OF DESIRED PROGRAM:

An effective program of Early Childhood Education seeks to strengthen all aspects of the child's development. Its goals are to enable the child:

To develop a positive feeling about himself and about his own abilities to create and learn;
To acquire a foundation for learning:
- To become interest in many kinds of things, in the beauty and excitement of the world about and within him;
- To develop the skills and processes necessary for learning and communicating about his world;
- To acquire information and develop concepts in a variety of content areas: language arts, science, mathematics, social studies, art, music, physical education, health and safety.

To understand his strengths and limitations; to cope with success and failure;
To participate in activities that increase his physical and mental health and develop positive habits of personal care;
To meet and work with persons of different sexes, races, ages and cultural and economic backgrounds, so as:
- To observe similarities and differences among people;
- To appreciate and learn from the unique abilities of other persons;
- To become sensitive to the needs and feelings of others;
- To cope with positive and negative feelings about other people, to cope with positive and negative feelings directed toward him;
- To work dependently, independently, or interdependently as the situation requires. (1)

THE CHILD:

Refer to Planning System (next section)

Parents:

Parents also contribute to the total program when they participate directly in the school learning program as volunteers...; as aides the staff can learn from parents for parents, too, are educators. Parents and staff members can learn from one another as they participate in conferences, workshops, and planning sessions designed to increase understandings about children or about community needs. Parents can learn and receive needed services from the school staff. Parents, educators, and the community must plan jointly for the initiation, modification, implementation, and evaluation of Early Childhood Education programs. Parents and staff members should coordinate their efforts with other community agencies and individuals in order to establish priorities affecting Early Childhood Education. (1)

PLANNING SYSTEM:

The critical need for more comprehensive and adequate Early Childhood Education programs in the State of Maryland is reflected in the fact that during 1971-72:
- Nearly 9,000 children in the public schools required programs of special education because of severe learning disabilities or language impairments not related to physical handicaps;

- Over 19 million dollars in federal funds were expended in the State to improve education for disadvantaged children;
- Nearly 20 per cent of Maryland's potential high school graduates for the year (based on ninth-grade projections) have left school before graduation.

Factors to be Considered in Planning An Early Childhood Education Program:

A. The Child
   1. Developing the child's concept of himself as a person and as a learner
   2. Recognizing the child's characteristics and needs as the center of the program
   3. Recognizing the effect of environment in determining the extent of the child's growth and development
   4. Providing services that foster the child's physical and emotional well-being

B. Physical Facilities
   The facilities should include:
   1. Food preparation facilities
   2. Child-sized drinking fountains, both indoors and outdoors
   3. Space for individual children and groups of children to rest or engage in quiet activities
   4. Adequate indoor and outdoor space to permit movement of groups, individuals, and equipment
      Space for individual, small-group, and large-group activities
      Safe play areas: hard surface (black top, tile) and soft surface (grass, sand)
   5. Child-sized toilets and wash basins, bathroom doors that open easily
   6. A separate room and a locking cupboard for medical supplies (1)

C. The Staff

D. Curriculum
   The curriculum of the Early Childhood Education program should be:
   - Broad in scope to provide for the varied and expanding needs of children;
   - Flexible, based not upon "set" patterns of learning, but upon the learnings required by each child.

E. Grouping

F. Scheduling

G. Evaluation
   The purpose of evaluation is to determine whether or not what is expected to happen, has happened or is happening.

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT:

EVALUATION:

Evaluation of the Early Childhood Education program should focus not only on the progress of children, but also on the effectiveness of every aspect of the program. (1)

RESOURCES

1. Guidelines for Early Childhood Education, State Department of Education, 1972

2. School Law: § 73 Admission of Pupils; Kindergarten Program; Rquired School Year

Missouri: Early Childhood Education

DEFINITION:

Early Childhood Education is a series of planned experiences for children that promote growth, challenge thinking, and encourage the development of many new skills--social, physical and mental. (2)

Early childhood is defined as encompassing the years from birth through age eight, or the completion of the primary grades. (3)

Administrative Agency: State Department of Education; permissive program (2)

LAWS, REGULATIONS, BOARD POLICY:

Recent state legislation affecting young children:
The Missouri Handicapped Children's Education Act of 1973 (HB 474), which became effective in 1974, mandates appropriate educational programs for handicapped children beginning at age five and makes funds available for programs for children with handicaps or potential learning problems, beginning at age three. The model programs being developed in the state reflect the needs of children in particular communities, but all programs involve working with the parent as well as the child so as to improve parent understanding and competence as well as skills of children. Including children with potential learning problems, along with those with obvious handicaps, holds great promise for ultimately reducing the number of children needing special education services in the formal school program. (Missouri's Regulations and Procedural Guidelines for Special Education Services available from Special Education Section, Department of Elementary and Secondary Education, Box 480, Jefferson City, Missouri.) (3)

New thrusts in Early Childhood Education since November 1974:

a. Legislation

1. Five million dollars was appropriated to fund a previously enacted but not funded bill providing services to high risk mothers and infants in an effort to reduce incidence of mental retardation.

2. A bill strengthening the enforcement of day care licensing regulations and including church sponsored day care programs under licensing was introduced but failed to pass. It will be reintroduced this year.

3. A bill to make kindergarten mandatory by 1980 (97 percent of Missouri's five year olds attend kindergarten) and to provide added reimbursement for extended and full day programs was heard by the House Education Committee too late to be debated on the floor. This will probably be reintroduced.

4. A bill to give the Department of Education responsibility to coordinate state services for children under six was heard by House Education Committee too late in the year, but will probably be reintroduced. This bill, recommended by the St. Louis White House Conference on Education and the Missouri Elementary Principals' Association, would create an interagency council, chaired by the Department of Education, to develop and implement a state plan for coordinated delivery of services to young children. (4)

GUIDELINES:

All school districts should provide an Early Childhood Education program for the volunatry participation of all children three and four years of age and their parents. The program should include bringing the children or groups of children together one to five days a week for a period of two or more hours and home visitations. The most important component of the Early Childhood Education program is extensive parental involvement. A plan to phase in the Early Childhood Education program as part of the school services should be developed with consideration of added costs and the availability of adequately trained staff. (1)

1. Guidelines for an Early Childhood Screening Program for children ages three through five were developed to assist the schools in identifying handicaps and potential learning problems at an age when mediation is most effective. Regional workshops were conducted around the state on screening and assistance given to districts requesting help in training staff to implement screening programs. This effort has had widespread impact throughout the state. (Guidelines available from Director of Early Childhood Education.)

2. A resource guide for the education of children three to six was developed and made available to early childhood program personnel in September of this year. Focus on Early Childhood Education is designed as a guide for planning, improving and evaluating educational opportunities in the home as well as in the school environment. (Guide available from Director of Early Childhood Education.)

3. The third annual statewide Conference on the Young Years, which involved more than 800 participants, focused on means of improving programs and services to young children. (3)

DESCRIPTION OF DESIRED PROGRAM:

Philosophy: Since basic needs of children are diverse, early childhood programs must be comprehensive in scope and provide for all aspects of development: physical, social, intellectual, and emotional. These programs must assure children experiences of success. When the child experiences conflicts, he must have a program that will help him cope with realities without loss of self-respect or courage to try again.

An approved program of Early Childhood Education should provide for:

Early detection of potential physical and/or psychic problem areas of

children: Regular and periodic physical and psychological examinations should be provided all children. Accurate records of problems, treatment and progress should be forwarded to the teacher so she would be aware of such.

Development of verbal fluency: The child should be encouraged to speak in sentences and to enlarge his vocabulary by having good examples of oral language used, by have stories read that promote vocabulary development and enrichment, and by discussing learning experiences provided.

Sensory stimulation: The child should be given the opportunity to develop a knowledge of and sensitivity to colors, shapes, sizes, textures and sounds through concrete experiences.

Social Competency: The child should learn to associate with and become a contributing member of his peer group. He should be given the opportunity to develop self-reliance as well as sensitivity to needs and interests of the group.

Appropriate cognitive learning and concept development: The child should learn the names of objects, will be given opportunities to develop an understanding of numbers, and to develop an understanding of abstract concepts, such as "up," "down," "now" and "later." He should learn to classify and group like objects.

Development of a realistic and positive self-concept in each child: The child should be given an opportunity to develop individual strengths and should be given experiences that are conducive to the development of a wholesome self-concept. (1)

Gross and fine motor development: The child should be provided with a series of planned activities to further his gross and fine motor development.

Programs:

1. As an outgrowth of our intensive effort to interest and assist school districts in developing early childhood screening programs, a need was expressed by the schools for a screening battery that would provide kindergarten teachers the kinds of information about children they needed to plan developmentally appropriate programs. Consequently a state task force was formed to develop and pilot test such a battery. The Missouri Kindergarten Individual Development Survey (K.I.D.S.), which is designed to be administered by the kindergarten teacher, was field tested on 1000 + five year olds in September and will be field tested on next year's kindergarteners in the spring. Revisions will be made on the basis of item analyses and other data prepared by the Statewide Testing Service. Plans are for the Missouri K.I.D.S. to be included in the state wide testing program as of September 1976.

2. In addition to our annual Conference On The Young Years, which attracts some 800 educators and parents, the Department sponsored a Conference For Decision Makers this year. This conference involved 140 representatives of the legislature, the governor's staff, business and labor, the media, local government, educators, civic and professional groups. Itwas designed to provide for dialogue between those who make decisions affecting young children in our state and nationally known authorities on the needs of young children and their parents. (4)

THE CHILD:

In a setting geared to children, children can deal with the world at their own level and pace. This setting provides an opportunity to stimulate and perpetuate excitement in learning: to encourage exploration, experimentation, and discovery; and to develop in children positive self-concepts and a growing sense of competence and worth. (1)

Missouri provides funding for programs for three and four year old children with handicaps or potential learning problems. In order to provide these children shared experiences with their non-handicapped peers, non-eligible children may participate in group experiences that provided. The use of state funds for prescriptive teaching, however, which involves working with the child and parent in the home, is restricted to target children only. (4)

Learning:
By the average age of two, at least one-third of the variance at adolescence on intellectual interest, dependency, and agression is predictable. By age five, as much as one-half of the variance at adolescence is predictable. This makes clear the fact that personality is not a simple development over a period of time but that there are periods of rapid change in this area of human development as in other areas.

Parents:
The influence of the parents and the home is recognized as the most important factor in the development of the young child. The amount of directed early childhood learning experiences by outside agencies will depend upon the parents' knowledge, resources, and commitment to their child's development.

Exceptional Child:
Children with special problems, i.e., brain damage, inadequate vision or hearing, emotional disturbances, mental retardation, or other handicaps, should be provided with Early Childhood Education as well as other special services. Early detection of these problems is a service that Early Childhood Education could perform efficiently. Treatment of these problems early in a child's life is more likely to produce alleviation or cure than when the child is older.

PLANNING SYSTEM: Recommendations of the Dept. of Education's Position Paper on Early Childhood Education, adopted in July, 1972.
It is recommended that the State Board of Education consider the following actions:

1. Establishment of a State Advisory Committee on Early Childhood

Development was appointed by the Commissioner of Education. Appointed in December, 1972. Very actively involved since that time.

2. Establishment of an office of Early Childhood Education in the Curriculum Section of the Division of Instruction.

   Responsibilities would include:

   a. Provide leadership, direction, and consultative service to local public schools for the establishment and operation of Early Childhood Education programs and services for children under six years of age and their parents.

   b. Develop models for various types of Early Childhood Education programs that may be operated by public school districts.

   c. Develop recommendations for state certification standards for Early Childhood Education teachers.

   d. Consultation with colleges and universities concerning the establishment and operation of an early childhood teacher education program.

   e. Liaison with other state agencies providing recognition, service, and assistance to organized early childhood programs for young children under six year of age.

   f. Development of state accreditation standards for educational components in organized early childhood programs (day care centers, nursery schools, etc.) for children under six years of age.

   g. Direction and coordination of accreditation of educational components in organized early childhood programs (day care centers, nursery schools, etc.) for children under six years of age.

3. Encouragement of legislation providing state funds to public school districts for Early Childhood Education programs for three and four year old children. (1)

IMPLEMENTATION:

See comments under Planning System.

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education Teachers and principals--required
Paraprofessionals--not required
Elementary Certificate applicable for Early Childhood Education teaching.

Responsibility: State Department of Education

TEACHER EDUCATION:

25 institutions with a degree in Early Childhood Education
5 junior or community colleges with associate degree in Early Childhood Education
34 institutions with some work in Early Childhood Education (2)

Teacher training programs, preservice and inservice:
Certification requirements in Early Childhood Special Education were established in 1974, prior to implementing programs for handicapped three and four year olds. An Ad Hoc Committee completed its work on revising elementary certification and developing certification standards in Early Childhood Education. The Department is working closely with teacher training institutions as well as with teachers in the field to develop and strengthen preservice and inservice programs. (3)

MISCELLANEOUS INFORMATION:

Current thrusts in the state:
A major thrust is being made to encourage schools to implement programs for three and four year olds that include individualized teaching in the home and group experiences that integrate handicapped and non-handicapped children. Involvement of junior high and high school students in these programs is part of their education for parenthood. The importance of individual assessment and developmental teaching, required in preschool programs, is being stressed at the kindergarten and primary levels. Interest and effort in parent/infant programs is beginning to emerge.

RESOURCES

1. Position paper on Early Childhood Education; Department of Education, July, 1972.

2. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, April, 1975.

3. Memorandum:
   Major Activities in Early Childhood Education, 1974
   TO: National Association of Early Childhood Education Specialists
   FROM: State Department of Education

4. Memorandum:
   Major Activities in Early Childhood Education, 1975
   TO: National Association of Early Childhood Education Specialists
   FROM: State Department of Education

5. Information reviewed and okayed by Mildred M. Winter, Director, Early Childhood Education, State Department of Elementary and Secondary Education, Jefferson City, Missouri.

Montana: Early Childhood Education

DEFINITION:

"There is no formal statement for Early Childhood Education in Montana, but it generally includes children ages three through eight." (3)

Administrative Agency: State Department of Education; permissive program (1)

LAWS, REGULATIONS, BOARD POLICIES:

§ 75-7403 School day and week.
...shall be at least two (2) hours for kindergartens and all other preschool programs, at least four (4) hours for grades one (1) through three (3),...twelve (12).

§§ 75-7507 Five-year-old schooling and preschool programs.
(1) The trustees of an elementary district may establish a program capable of accommodating, at a minimum, all the children in the district who will be five (5) years old on or before the first grade enrollment closing date established by the district trustees... The program shall be an integral part of the elementary school and shall be financed and governed accordingly...

(2) The trustees of an elementary school district may establish and operate a free preschool program for children between the ages of three (3) and five (5) years. ...they shall be an integral part of the elementary school and shall be governed accordingly. Financing of preschool programs shall not be supported by monies available from state equalization aid. (2)

GUIDELINES:

Montana Kindergarten Handbook may serve as guidelines for kindergarten programs.

DESCRIPTION OF DESIRED PROGRAM:

Daily scheduling: 2 1/2 hours, 3 hours, or all day.

Staff: teacher, unique, works well with children certified, responsible.

Principal: leadership, understands the philosophy of Early Childhood Education, insures integration, allows time for parents, makes available suitable equipment, supports Early Childhood Education teacher.

Support Personnel: classroom aides and volunteers -

- trained aides release the teacher to provide more effective guidance, increase learning opportunities for each child.

Use of School Space: should be considered a child's home away from home -
- related to developmental needs
- encourage interpersonal relationships
- be flexible, modifiable
- permit visibility of all activities
- be a place

Basic Guidelines for Materials:
- colorful
- size correct
- easily cleaned
- strong enough
- non-poisonous
- etc.

THE CHILD:

Curriculum guide contains learning experiences as a resource to help teachers offer activities that will encourage exploration, discovery, and experimentation.

Total number of students in kindergartens 1973-74 4,073. (2)

PLANNING SYSTEM:

"There is no state planning system because the program in each district is implemented and planned as they see fit. The only unity is in funding." (3)

IMPLEMENTATION:

See statement under Planning System.

PROFESSIONAL DEVELOPMENT: Certification:

Kindergarten teachers and administrators required.
Prekindergarten teachers and administrators required.
Paraprofessionals not required.
Elementary certificate not applicable for Early Childhood Education teaching.

Responsibility: State Department of Education

TEACHER EDUCATION:

Two institutions with degrees in Early Childhood Education

Seven institutions with some work in Early Childhood Education (1)

EVALUATION:

Techniques of evaluating the child with test description can be found in the curriculum guide.

RESOURCES

1. Early Childhood Education: A State Survey 1974-75, Education Commission of the States, 1975.

2. Montana Kindergarten Handbook, State Department of Education, 1974.

3. Phone conversation, Rita Browlee, Assistant Director of Elementary Education, State Department of Education.

Nevada: Early Childhood Education

In Nevada, the establishment of kindergartens is not mandated and kindergarten is not available to all children in Nevada despite attendance figures that more than doubled in the past decade. By 1969, only three counties in the state did not offer kindergarten education. Counties offering kindergarten in their population centers do not necessarily offer the same services to rural schools.

DEFINITION:

Prekindergarten education is, ..."an activity of two or more adults working harmoniously in the guidance and learning experiences of individual or small groups; it is assessing each child's individuality and providing activities suitable to his needs. It is comparing each child's growth, status and progress to his own potential. It is a program concerned with processes, discovery, and setting the stage for learning. It is not a teacher talking to thirty children or less, or assigning them to particular ability groupings." (1)

Administrative Agency: State Department of Education, permissive.

LAWS, REGULATIONS, BOARD POLICIES:

There are no definite statutory regulations provided for children of preschool age. The department has designed learning activities for the three and four year olds. The aim is to establish preschools supported by federal or state funds, and allow them to become a part of the existing school program.

Presently, the extent of public preschool education in Nevada is governed and regulated by State school statutes which make no provision for enrolling three- and four-year-old children and which, indeed, give Boards of Trustees the power to exclude from school all children under the age of six. The nature of these laws has caused prekindergarten education (except for a few programs which are funded by State Welfare) to develop as non-public nursery schools and day-care centers. Most preschool education in Nevada during the past 20 years has been carried on and financed by private, parachial, or other non-public agencies.

These prekindergarten programs present considerable confusion in the name and in the classification. They are described as nursery schools, day-care centers, child-development centers, child-care centers, day-nurseries and play-schools. Regardless of name or classification, the prekindergarten programs in Nevada (except for Headstart) are licensed by the State Welfare Department. They are supervised thereafter by the Welfare Department in Clark and Washoe Counties, and, in the rural counties, by the State Welfare Department. The term "group-care facility" is reserved for those programs providing care for seven or more children. Generally, these groups involve the term "nursery" in naming the facility. If less

than 7 children are involved, the term "family child-care" is assigned. There are 20 licensed "group-care facilities" in Washoe and Clark Counties which care for an estimated 110 children during the day and 44 children at night. In the same counties, there are 89 family child-care facilities caring for 233 children during the day and 68 at night. This represents, of course, a very small proportion of the total number of potential preschool students. (1)

388.030 Division of public schools in school district into departments
- No child is eligible to attend kindergarten who will not reach the age requirement in the first grade during that year.

388.060 Kindergartens: Establish; Maintenance

1. ...board of trustees of a school district, with approval of Superintendent of Public Instruction may establish equipment and maintain a kindergarten or kindergarten three in a school attendance area.
2. No child shall be eligible to attend kindergarten who will not reach the age for his enrollment in the first grade the following year...
3. Board of trustees of a school district in which a kindergarten is to be established, shall budget for such purposes by including the costs in the next regular budget for the school district.

GUIDELINES:

Preschool Education, could serve as guidelines.

DESCRIPTION OF DESIRED PROGRAM:

Classroom: large, well lighted, well ventilated, carpeting, child sized, movable, stackable chairs, tables.
Curriculum: eclectic approach
Staff: Adult-child ratio - 5-1; maximum 20-1, paraprofessionals

THE CHILD:

The first five to seven years of a child's life are crucial years for learning and for setting behavior patterns that exert significant influence upon the individual's later life. Consequently, the young child's experiences are of indelible importance, not only for his intellectual development, but also for his social, emotional and physical development.

At present, only two of the seventeen counties have Special Education programs for children of preschool age. The Clark County School District, in cooperation with the Nevada State Department of Health, Welfare, and Rehabilitation, employs one teacher to work at the Special Children's Clinic in Las Vegas and two teachers who serve the preschool deaf

children (three-six). The Washoe County School District employs two teachers who serve children at the preschool level. One teacher works with three deaf children at the preschool age; the second teacher is a certified speech therapist, and her services are utilized full-time serving children with preschool language problems.

PLANNING SYSTEM:

The overall mandate for preschool education in Nevada is for the adoption of a long-range plan which can be implemented in an orderly manner so as to provide public education for all three- and four-year-olds whose parents wish them to attend such classes.

It is proposed that the mandate for Early Childhood Education is implemented in orderly stages. These stages take the form of subsidiary mandates designed to implement the establishment of universally available education for three- and four-year-olds in Nevada.

Stage One - Immediate:

1. Prepare legislation to allow school districts to provide preschool education, including three through four year-olds whenever possible or advisable.

2. Encourage and assist school districts to assess preschool facilities to insure that they are adequate in number and location to enroll all children whose parents desire preschool education for them.

3. Support federal programs funded by the Offices of Economic Opportunity and by the Elementary and Secondary Education Act, strengthening the role of the Department of Education as coordinator of these programs.

4. Prepare legislation which would provide appropriations to be used as State incentive grants to school districts to develop models of quality experimental preschool programs, particularly in economically disadvantaged areas.

5. Support the University of Nevada in developing and expanding the child development center and in other ways support the implementation of career and in-service training programs.

6. Support the Welfare Department in licensing nursery and preschool programs, extending consultative services as required.

7. Develop evaluation models for assisting and improving preschool programs in order to establish concrete evidence of the effectiveness of preschool education.

8. In cooperation with school districts, welfare departments, PTA, and other interested groups advance the public information program explaining the values of preschool education, reporting the results of the programs in progress and supporting proposed programs in order to communicate to the advantages to be gained from education of preschool children.

9. Through the school plant facilities branch of the Department of Education, develop guides for appropriate sites in construction of preschool facilities.

Stage Two:

1. Assist extension of programs for preservice and in-service training of professional and paraprofessional personnel required to staff preschool programs.

2. Establish and continue appropriation for State incentive grants for model or quality experimental preschool programs in economically disadvantaged areas.

3. Continue previous programs of federal and local support, public information, and research.

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT:

"It will be necessary to develop certification for preschool education."

EVALUATION:

R E S O U R C E S

1. Preschool Education: An Extract From Planning Education for Nevada's Growth, A Master Plan, 1970, State Department of Education

2. School Law: 388.060 Kindergartens

New Hampshire: Early Childhood Education

Expansion of early childhood services in New Hampshire has been minimal during recent years...partly because of a rather provincial attitude which says that preschool children (under age six) are strictly the responsibility of their parents but more importantly due to a lack of revenue to support such services. New Hampshire is the only state which has no broad-base tax; it ranks 50th in State Aid and exercise a minimal involvement of federal monies.

New Hampshire does not have mandatory kindergarten legislation; kindergartens are established by local option. About 30 percent of the five year olds are in publicly funded programs; no public prekindergarten programs exist. Many children are in private preschool settings. There are a wide variety of programs in terms of type of curricula as well as quality. All such programs are licensed by the Division of Welfare with minimal standards in effect. Basically, the facility is approved rather than the teacher, program or materials. (1)

DEFINITION:

Ages 0-8, which means programs extend up through third grade.

ADMINISTRATIVE AGENCY: State Department of Education; permissive program (2)

LAWS, REGULATIONS, BOARD POLICIES:

The 1975 session of the New Hampshire Legislature reaffirmed the 1973 stand that programs for all handicapped children ages birth through twenty-one are the responsibility of the public schools. However, since the close of the legislative session some local school boards are resisting requests for services for children under the age of six and several court cases are pending. (1)

The child abuse and neglect statutes in New Hampshire were upgraded in 1975. We now have a mandatory reporting law with only the lawyer/client relationship privileged. All suspected cases of child abuse or neglect including emotional abuse or neglect must be reported, with failure to report being a misdemeanor. The New Hampshire Department of Education is striving to involve the public school in the implementation of the law.

GUIDELINES:

Kindergarten in New Hampshire may serve as guidelines for kindergarten programs. (2)

DESCRIPTION OF DESIRED PROGRAM:

Varies in length from two to three hours.
Kindergarten room - well supplied with appropriate materials.

Kindergarten teacher - knowledgeable about children, accepts each child, provides a multitude of learning experiences.
Activities - planned to give to children optimum growth.
Child participates in the learning process intellectually, physically, neurologically, emotionally, socially. (2)

THE CHILD:

Working paper now in existence.

PLANNING SYSTEM:

"In as much as statewide programs in kindergarten education are non-existent at this time, our major thrust in planning is to develop legislation which will encourage the expansion of kindergarten programs throughout the state. Our approach the last few years has been not to develop legislation mandating kindergarten, but to go to the legislature for incentive, i.e., if a school district decides at the local level to provide a kindergarten program the state will reimburse that district to the extent of X number of $ per child. (We asked for $150 per child. Thus we have been unsuccessful in meeting any funds, but we will keep trying.)

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT: Certification

Kindergarten teachers and administrators--required
Prekindergarten teachers and administrators--not required
Paraprofessionals--not required
Elementary Certificate not applicable for Early Childhood Education teaching.

Responsibility for Certification: State Department of Education

TEACHER EDUCATION:

3 institutions with degrees in Early Childhood Education
6 institutions with some work in Early Childhood Education

EVALUATION:

Accomplished at local project level.

R E S O U R C E S

1. Memorandum
   TO: New Hampshire Association of Early Childhood Education Specialists
   FROM: State Department of Education
   DATE: 1975
   CONCERN: Early Childhood Education in New Hampshire

2. Kindergarten in New Hampshire; State Department of Education, 1967-68

3. Early Childhood Programs: A State Survey 1974-75; Education Commission of the States, 1975.

North Carolina: Early Childhood Education

"As state supported Early Childhood Education programs are developed, they will be designed to emphasize problem solving, creativity, decision making, manipulative activities, self-image development, and joy and love for learning." (1)

DEFINITION:

"... Early Childhood Education program seeks to respond to each child's unique talents and to supply the necessary resources that allow individual children to progress at their own roles and their own styles."

Administrative Agency: State Department of Education; permissive program

"Approximately $35 million was appropriated by the General Assembly to offer Kindergarten programs to 50 percent of all five year olds in the state."

LAWS, REGULATIONS, POLICIES:

§ 116-162 Age Requirements and time of enrollment.
...must have passed sixth anniversary of their birth before October 1 of the school year in which they enroll...must enroll during the first month of the school year...

§ 115-38 Kindergartens.
County and city boards of education may provide...Kindergartens as a part of the public system when a tax to support same is authorized by a majority of the voters...

GUIDELINES:
Standards, policies and guidelines; (adopted by State Board of Education, July 1, 1973)

"...Article 45, Chapter 115 of General Statutes of North Carolina and upon recommendation of the State Superintendent of Public Instruction, the following standards, policies and guidelines are hereby adopted by the State Board of Education for implementation of Kindergarten through Early Childhood Education programs."

Purposes:

a. develop and implement educational program involving five year olds as an integral part of effective educational programs for young children, ages five through eight.

b. Provide effective services in screening, diagnosing and correcting any deficiencies and handicaps which prohibit normal growth and development.

c. Create an environment in which personalized learning as a continuous progress is successful for every child.

d. Develop effective training programs for professional and paraprofessional personnel.

e. Directly involve parents in the development and implementation of such programs.

f. Provide for interagency (regional agencies, health and social services) collaboration and cooperation in serving the needs of young children.

g. Develop appropriate evaluation programs.

h. Disseminate information about the program.

Administrative Relationships, Responsibilities, and Procedures:

a. ...eligibility for financial support...program must be administered and supervised by county or city board of education.

b. ...1978-79, any child...passed fifth birthday on or before October 15 is eligible to enroll in Kindergarten. (Article 45, Chapter 115)

c. ...1973-74, each administrative unit will be allocated sufficient resources to operate a minimum of two kindergarten classes of 23 children, if possible, with a maximum which conforms to class size legislation (26 max.). Each subsequent year, beginning 1974-75, each administrative unit will receive sufficient funds for at least one additional class until its eligible children are enrolled, provided the funds are available.

d. Each administrative unit shall submit a plan to the State Superintendent.

e. ...there shall be at least two kindergarten classes within a primary school.

f. Length of day...shall be comparable to the...for six, seven, and eight year olds...exception requested in writing to State Superintendent.

g. Compulsory attendance law does not apply to five year olds.

Selection of Children:

a. Local boards shall identify all five year olds.

b. When selecting children, local boards shall consider the availability and location of facilities, number of eligible children, transportation system available, appropriate birthday groupings, other pertinent educational data.

c. 20-26 five year olds for class.

d. Selection in non-discriminatory manner.

e. All eligible five year olds shall be included in the selection process rather than only the ones with applications.

f. An attempt to...select each group hetrogeneously.

g. ...shall not be first come, first serve.

h. Every means...announce kindergarten will be available in selected schools.

i. Selection...accordance with Civil Rights Act and ESEA Title I Regulations and Program Directors.

j. Exceptional children..included.

Staffing:

a. One teacher and one aide shall be employed full time.

b. Kindergarten teachers shall be employed...same terms, conditions as other full time, state allocated teachers.

c. Each teacher...should hold as a minimum a primary certificate or Early Childhood Education certificate.

d. Teacher assistant shall meet local board standards, be compensated according to local board policy and within available funds.

e. Teachers/aides shall be expected to attend appropriate institutes and training programs.

f. Employment of teachers...according to Civil Rights Act.

Facilities:

a. ...housed as part of primary or elementary school.

b. Provide toilets, storage space easily accessible.

c. Division of School Planning should be involved in major renovations of kindergarten rooms.

d. Adequate, well equipped outdoor area.

Research, Evaluation, Staff Development:

a. State agency will establish ad hoc advisory committee... determining types of research and evaluation. Should become part of the Early Childhood Education program.

b. State agency shall coordinate, with local education agency, appropriate research development aspects to continue the improvement of programs.

c. Other research efforts by State Department of Education.

d. Local unit should provide for staff to participate in Early Childhood Education development activities.

e. All research and evaluation conducted by State Department of Education will be coordinated by Division of Research with Division of Early Childhood Education.

Support Services:

a. A system of permanent records shall be established for every child, shall be part of school record system.

b. First year of entry, health psychological screening shall be utilized to insure proper individual programs.

c. Difficulties in education, social development of any children, proper referral--immediate.

d. All support services within school should be made available to participants on same level as others.

Administrative Consultant Services:

Implementation--State Department of Education, Early Childhood Division

Title I ESEA:

a. Administrative units with Title I funds must comply with Federal Regulations and program directions.

b. Schools' administrative units not electing to participate in State funded kindergarten programs may not fund from Title I sources.

Fiscal Affairs:

a. Allocation based on average daily attendance, best continuous 3 of first 4 months of school in first grade for 1972-73.

b. Provisions will be made for a minimum of two kindergartens in each administrative unit.

c. County board may elect not to establish kindergartens. Counties with kindergarten program will receive funds.

d. Funds allocated after meeting requirements may be supplemented by local funds in order to provide one additional standard class.

e. Establishing one additional standard class--if no local or other funds available local unit shall advise controller.

f. Separate allocation--$156.00 per annum for hospitalization insurance and $136.00 per annum for each eligible teacher and aide.

g. Submit two copies of proposed budget to State Department of Education for approval.

h. Transfer of funds approval by State Department of Education.

i. State Department of Education shall have responsibility for performing an evaluation and assessment of kindergarten program.

j. State Department of Education shall perform on an orientation and inservice training program.

k. State level budgets for sections i and j above shall be approved by the Board of Education.

DESCRIPTION OF DESIRED PROGRAM:

"The program philosophies support the integrated day approach which allows flexibility in the amounts of time needed by each to pursue his interests and consequently to extend his learning without isolating specific subject areas."

Model Programs, Demonstration Centers were first implemented.

1. Twenty children, one teacher, one assistant teacher per group.

2. Beginning of the year: three weeks prior to school for home visits, parent interviewing arrangements, obtaining materials.

3. Philosophy: "...emphasize problem solving, creativity, decision making, manipulative activities, self-image development, and joy and love of learning."

4. Facilities: "best quality possible."

5. Equipment: "selected to provide a wide variety of learning experiences for a wide range of maturity levels and a diversity of learning styles.

6. Education Program: ...developed in order to implement the goals as they are stated under philosophy.

7. The basic teaching team consisted of, teacher and one aide; all of the participating staff members received training to prepare them for working with young children. Also each team had ready access to follow-up assistance from or through the regional coordinators.

   Staff--
   --ability, willingness to work closely in a diversified staff, situation, and with children of different age levels.

   --ability, willingness to create learning environments; perform work with the children to implement the objectives of philosophy.

   --ability, willingness to perform the other center functions.
   - -dissemination of materials
   - -inservice work
   - -training persons
   - -promoting parent involvement

8. Childrens' Day: One half day of attendance.

9. Transportation: Parents--morning
Buses--midday

10. Food Service: midmorning snack; some centers serve breakfast, snack, lunch.

THE CHILD:
"In well run kindergarten programs, children are encouraged to play, to learn by action, to touch, to handle, to build, tear down and to observe."

"Once we fully realize and understand at least two of the more basic characteristics of children--(1) they are physically active organisms, and (2) they are naturally inquisitive--we can then gear programs according to their interest level."(1)

"All children who applied for entrance into a Demonstration Center became a part of the total study population. They were chosen by stratified random sampling to enter the kindergarten program, became the experimental group; other applicants were part of the control group."

"New programs have been developed for 16,000 more five year olds during this present school year (1975) totaling 44,000 enrolled in kindergarten..."

Learning:
"Early in the program, teachers were encouraged to observe their children and to design their classrooms and make their plans in accordance with their observations. Emphasis was placed at the classroom level and it was soon evident that successful classrooms were not always the same type, depending upon the teacher and the children."

Philosophy:
"...asserts that the regular classroom teachers can effectively provide meaningful learning experiences for all children with the exception of the severely handicapped."

Teacher:
"...the provider and leader and is open to suggestions from the children and is very much aware of the responsibility to each child in the group..."
"The teacher values the characteristics of each child and seeks to enhance growth utilizing the child's strength and interests."
The teacher leads the teacher/teacher assistant team. The assistant works closely with the teacher in all aspects of preparing, maintaining and implementing the learning environment for children.

Population Date: Extensive population survey:

1973-74 85,000 five year olds eligible for kindergarten
55 percent enrolled in kindergarten programs
15,000 -- ESEA Title I
17,000 -- nonpublic kindergartens
16,000 -- state supported kindergartens

1972-73 3,400 state's pilot program

"Local boards of education shall identify all eligible five year old children in the school system."

Exceptional Children:

"...philosophy...regular classroom teachers can effectively provide meaningful learning experiences for all children with the exception of the severely handicapped. The state's commitment to this philosophy includes both prevention and remediation of educational handicaps in children in the primary grades and the avoidance of inappropriate placement of children in special classes.

PLANNING SYSTEM:

"In 1968, the Governor's Study Commission on the North Carolina public school system recommended that the General Assembly appropriate $18 million for the nucleus of a public kindergarten program. The level of funding would enable the state to provide kindergarten for 25 percent of the state's 100,000 five year old children. The commission also recommended that the kindergartens be expanded during the next two bienniums until all five year olds could be accomodated by 1973-75."

"A major component of the pilot kindergarten effort began by the 1969 appropriation was program evaluation--necessary for program decision makers at both state and local levels and for the teachers planning learning environments for their children. The State Board of Education assigned the Learning Institute of North Carolina the responsibility of designing, implementing and conducting the evaluation of the pilot program."

"During the pilot kindergarten program, the state education agency has excersized leadership, administration, and regulatory functions. The legislative mandate to conduct the program was assigned to the State Board of Education and administered through the controllers office and the Department of Public Instruction, Division of Early Childhood Education.

"State Board of Education established guidelines for the administering of the program, including criteria for the selection of the pilot centers. The controller's office developed procedures for the allocation of program funds, for both the state appropriations and federal funds secured through the Education Professions Development Act for staff development activities."

"Each administrative unit shall submit a plan for the operation of a Kindergarten-Early Childhood Education program to the State Superintendent. The plan shall include the following:

1. Organization of the program (ages 5-8)
2. Process for selecting participants
3. Locations of centers
4. Plans for providing staff development
5. Evaluation procedures

Those administrative units which do not elect to participate in the program should notify the State Superintendent by July 1, 1973, and

each subsequent year thereafter and relinquish their funds to be allocated.

IMPLEMENTATION:

Focus: "Kindergarten and its influence on the primary grades."

1969--North Carolina General Assembly appropriated $1 million for establishment of first state supported kindergarten programs in North Carolina. Two classrooms set up in eight schools in each of the state's eight regions. Children first entered early in December, 1969.

1970--Ten additional centers making a total of 18 centers.

1971--General Assembly continued support of kindergartens and appropriated $4.3 million. Thirty-six new schools were added; totaling 54 Early Childhood Education centers.

1972--Twenty new centers added, bringing the total to 79 centers in 74 school districts across the state.

1972-73--General Assembly voted to make state supported kindergarten programs for all five year olds by 1978.

1973-74--Approximately 700 new kindergartens.

PROFESSIONAL DEVELOPMENT:

Extension summer training for primary, Early Childhood Education and Special Education teachers, principals and school administrators was organized.

1973 Summer training efforts involved 2500 K-3 teachers and teacher assistants, and 500 principals.

CERTIFICATION:

Kindergarten teachers and administrators--required
Prekindergarten teachers and paraprofessionals--not required

Elementary Certificate is not applicable for Kindergarten or Prekindergarten teaching.

Responsibility: Department of Public Instruction

TEACHER EDUCATION:

20 colleges with degrees in Early Childhood Education
10 junior and community colleges with Associate Degrees in Early Childhood Education
30 colleges with some work in Early Childhood Education

EVALUATION:

"Because of the many individual charscteristics of the children in the state program, evaluation and assessment are continuous and ongoing processes, and involve the cooperative efforts of the child, the teacher and the parents."

Purposes of Evaluation of State Program:

1. Provide information for the state's decision makers about the effectiveness of the program for five year olds.

2. Provide information for teachers for making decisions concerning the skills and needs of individual children.

The evaluation design system was established prior to implementation.

I. 1. Statewide evaluation of eight demonstration centers in 1969-70 kindergarten programs. The three subjects were 317 children in eight demonstration centers, and 79 children not attending kindergarten.

The tests used:

1. Draw a Man
2. Classroom Behavior Inventory
3. Preschool Inventory
4. TOBE

Data analyzed by computation of means and standard deviations and tests of significance of differences and correlations.

Subjective information collected from parents.

Findings:

1. Children made significant gains during five month period of attendance in kindergarten, most of their performances at the end of school testing were significantly higher than an equivalent group not attending kindergarten. (1)

II. 2. 1970-71--second year of a state supported Early Childhood Education program was evaluated using pre-post evaluation design involving experimental and control groups. An Early Childhood Assessment Battery was administered to 720 five year olds enrolled in kindergarten programs. (Control group, 178) Were tested locally.

Results:

1. Steadiness of trends in non-cognitive areas from the beginning to the end of the year and from one year to the next gives confidence that the classroom Behavior Inventory is a means for measuring non-cognitive aspects of children's school experiences.

2. Helping increase children's behavior in the areas of the positive behavior traits and decreased the negative--has a positive effect on cognitive performance.

3. In cognitive changes, the experimental group excelled the control group in absolute scores on every test.

4. All children who have attended kindergarten the year before are maintaining a reasonable average with respect to national norms.

5. The children who have attended kindergarten the year before continued to make substantial gains between the beginning and ending of first grade on all measures. (2)

III.

IV. 1972-73
Conclusions:

a. "...Based on the data from pre and post test administration of the Draw a Man Test, that children involved in the kindergarten program will gain approximately two months mental age for every month of the involvement in the program.

b. "...children have made larger yearly gains during the last two years of the program.
   1. greater sophistication in administering the test due to better instruction during the summer institutes.
   2. better overall staff development via the summer institutes and follow-up training sessions.

c. Five year old participants progressed from a mean row score of 16.7 (37th percentile) on the TOBE Language at the beginning of the year to a mean row score of 22.4 (76th percentile) in the post test for a gain of 39 percentile points.

d. Participative, five year olds advanced from a mean row score of 16.8 (34th percentile) on the TOBE mathematics pre-test to a 21.6 (68th percentile). Increase is 34 percentile points.

e. Greater gains on the language subtest for three and four years of the pilot study than the mathematics subtest.

f. End of school year, participating children scored in the upper one-third of the national percentile rankings on both Language and Math subtests for the two years of the pilot program.

g. Significant change on all three subscales of the classroom Behavior Inventory for participating five year olds. Participants in the fourth year of the kindergarten program:
   1. show more extroverted behavior at the end of the year.
   2. appear more considerate and tolerant of others at post rather than pretesting.
   3. appear to complete more initiated tasks at the end of the year than at the beginning.

R E S O U R C E S

1. ERIC Reports: North Carolina State Supported Early Childhood Demonstration Centers, Second Annual Evaluation, 1970-71; Learning Institute of North Carolina, Durham, December 1971.

   ED 065 170
   ED 060 958
   ED 089 863

2. Memorandum

   TO: State Department of Education
   FROM: J. W. Jenkins, November 12, 1975

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North Dakota: Early Childhood Education

DEFINITION:

Administrative Agency: State Department of Education; permissive program

LAWS, REGULATIONS, BOARD POLICY:

§ 15-45-01. Establishing kindergartens--Petition--Election.
The school board of any school district...may submit the question of establishing free kindergartens in connection with the public schools of the district for the instruction of resident children below school age...if a majority of the votes cast on the proposal favor the establishment of kindergartens, the board shall establish kindergartens and shall maintain them until they are discontinued as provided in this chapter.

§ 15-45-02. Kindergarten curriculum--Rules and regulations.
The school board shall establish a curriculum for kindergarten...

§ 15-45-03. Kindergarten teachers--Qualifications.
Kindergarten teachers shall hold valid certificates... entitling them to teach in the elementary schools of this state. Training must include special courses in kindergarten education...

§§ 15-45-04. Discontinuance of kindergartens-Election.
After a kindergarten has been in operation under the laws of this state for two years or more, the board, at any annual election, may submit the question of discontinuing the same... If a majority of the electors...favor discontinuing the kindergarten, it shall be discontinued.

§ 15-47-01. School ages.
...six by September 30 to enter grade one...

GUIDELINES:

Education for Young Children in North Dakota; A Guide for Early Childhood Education, should serve as a guide only in setting up local programs.

DESCRIPTION OF DESIRED PROGRAM:

Contained within Education for Young Children in North Dakota.

THE CHILD:

Many vague statements made.

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education teachers and administrators--required
Paraprofessionals--not required
Elementary Certificate applicable for Early Childhood Education teaching, with additional course work in kindergarten area.

Responsibility: State Department of Education

TEACHER EDUCATION:

1 college with degree in Early Childhood Education
5 colleges with some work in Early Childhood Education (3)

EVALUATION:

"Evaluation study should be carried out by the State Department of Public Instruction of the Early Childhood programs in the state for the purpose of identifying major improvement needs; assimilation and dissemination of progressive methods and collection of data, both cross-sectional and longitudinal to substantiate the merit of and need for Early Childhood Education programs in North Dakota." (2)

R E S O U R C E S

1. School Law: § 15-45-01 Establishing kindergartens--Petition--Election.

   § 15-45-02 Kindergarten curriculum--Rules and Regulations.

   § 15-45-03 Kindergarten teachers--Qualifications.

   § 15-45-04 Discontinuance of kindergartens--Election.

   § 15-47-01 School age.

2. Education for Young Children in North Dakota; Curriculum Guide for Early Childhood Education; Department of Public Instruction, Bismark, North Dakota.

Oklahoma: Early Childhood Education

The public school kindergarten has been available since 1969 and became mandatory in the 1974-75 school year.

DEFINITION:

"By early childhood development, we mean the services, programs and activities relating to the total development of all children from birth through six years of age, regardless of social or economic."

ADMINISTRATIVE AGENCY: State Department of Education; mandatory program

LAWS, REGULATIONS, POLICIES:

§§ 3-104 State Board of Education--Powers and Duties:
10. Make rules and regulations for the classification, inspection, supervision, and accrediting of all public nursery schools and kindergartens...which classification shall be installed to give official recognition to the various schools in accordance with their standards of excellence...

§ 1-114 Children--School age:
All children between the ages of five on or before November 1... shall be entitled to attend school free of charge in the district in which they reside.

Provided children who have reached the age of five years on or before November 2 may be admitted to kindergarten classes approved by State Board of Education and children who have not reached the age of five years on or before November 2 may be admitted to nursery classes...

Children who are underage not in accordance in a kindergarten or nursery class approved by the State Board of Education may be admitted to the schools of such district on a tuition basis only. If tuition was paid on an underage child to attend an accredited kindergarten in the same school district and such first grade attendance shall be a legal school district.

§ 10-103 Report--School population of district...legal enrollment of the original entries of kindergarten...

§ 18-108 Kindergarten:
It is the intention of the Legislature to provide a free public kindergarten for every five year old child in this state by the school year 1974-75; to provide state financial aid incentives for school districts which do not now provide kindergarten to do so before the school year 1974-75; and to provide state financial aid incentives for school districts which now provide kindergarten to maintain and improve such kindergarten programs...the following incentives and requirements are provided:

1. ...1971-72 each day during which a child attends a kindergarten for two and one-half hours or more

   a. in a district which did not provide free kindergarten in the school year 1970-71, shall be counted as one day of average daily attendance.
   b. in a district which did provide free kindergarten in the school year 1970-71, shall be counted as sixty percent (60%) of one day of average daily attendance.

2. ...1972-73 each day during which a child attends a kindergarten for two and one-half hours or more

   a. in a district which did not provide free kindergarten in the school year 1970-71, shall be counted as ninety percent (90%) of a day of average daily attendance.

   b. in a district which did provide free kindergarten in the school year 1970-71, shall be counted as sixty-five percent (65%) of one day of average daily attendance.

3. ...1973-74 each day during which a child attends a kindergarten for two and one-half hours or more

   a. in a district which did not provide free kindergarten in the school year 1970-71, shall be counted as eighty percent (80%) of one day of average daily attendance.

   b. in a district which did provide free kindergarten in the school year 1970-71, shall be counted as seventy percent (70%) of one day of average daily attendance.

4. ...1974-75 and thereafter each day during which a child attends a kindergarten for two and one-half hours or more shall be counted as seventy-five percent (75%) of one day of average daily attendance.

5. From and after September 1, 1974, it shall be the duty of every school district in this state to provide and offer kindergarten free of tuition for every child residing in such district who attains the age of five (5) years by the second day of November during the school year such kindergarten is offered. All acts or parts of acts inconsistent with this subsection five are hereby repealed but only to the extent of such inconsistency.

Added by Laws 1971, c. 305, § 8, eff. June 17, 1971.

§ 1-106 Public Schools--Definition, what included:
...shall consist of all free schools supported by public taxation and shall include nurserys, kindergartens...

§ 1210.52 Legislative Intent:
f. to encourage local school districts to create and maintain free public kindergartens...

DESCRIPTION OF DESIRED PROGRAM:

THE CHILD:

"...every child in the state has the right to opportunities which insure total development and that it is the state's responsibility to provide these opportunities."

Parents:
"Parents are the primary educators of children. All other institutions and agencies should serve in a supportive role to parents..." (1)

PLANNING SYSTEM:

1. State developed a Planning and Child Advocacy Capability
   --gathering of necessary data of all Early Childhood Development efforts in the state
   --Assessment of needs (comprehensive state plan)

2. Resource coordination and utilization mechanism
   --identify, utilize existing resources
   --coordination among various resources, services, needs
   --community organization for a communication network

3. Initiating legislation
   --State office of Early Childhood Education develops public policy and proposal legislation (1)

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education teachers and administrators--required
Paraprofessionals--not required
Elementary Certificate is applicable for Early Childhood Education teaching.

Responsibility of Certification: State Department of Education

TEACHER EDUCATION:

10 institutions with approved programs in Early Childhood Education
1 institution (OSU) offering degree programs in Early Childhood Education Bachelor of Science and Master of Science degrees are offered with the opportunity for doctoral specialization in cooperation with higher education or home economics education. The Ph.D. degree program is being formulated.
10 institutions offering some work in Early Childhood Education (4 year schools not included in item 1)
7 junior or community colleges with associate degrees.

R E S O U R C E S

1. ERIC:
   A Survey of Early Childhood Development Activities in Oklahoma and proposed plan for the establishment of an Oklahoma State Office of Early Childhood Development.

   # ED 097 101

2. School Law:
   - § 3-104 State Board of Education--Powers and duties.
   - § 1-114 School age.
   - § 10-103 Report--School population.
   - § 18-108 Kindergarten.
   - § 1-106 Public Schools--definition.
   - § 1210-52 Legislative Intent.

3. Information approved by Sally Augustine, Early Childhood Specialist, State Department of Education

Pennsylvania: Early Childhood Education

DEFINITION:

Includes all children from age three through grade three in both public and private schools.

ADMINISTRATIVE AGENCY:

State Department of Education; permissive program--to be mandatory when recodification is accepted by the Legislature. (3)

LAWS, REGULATIONS, BOARD POLICIES:

§ 5-502 Additional schools and departments.
In addition to the elementary public schools, the board of school directors in any district may establish, equip, furnish, maintain...kindergartens.

§ 5-503 Kindergartens.
The board of school directors in any school district may establish and maintain kindergartens for children between the ages of four and six years. When established, the kindergartens shall be an integral part of the elementary school system of the district, and be kept open for not less than two and one-half hours each day for the full school term as provided in section 1501. (180 days)

The number of kindergartens in any one district shall be fixed by the board of school directors, and shall be open during the school year.

If the average attendance in any one kindergarten in any district is ten or less for the school year, the school directors shall, at the close of the school year, discontinue the same.

The board of school directors shall appoint and assign a sufficient number of teachers to such kindergartens, who shall be certified in accordance with the rules and regulations prescribed by the State Board of Education.

§ 25-2502 Payments on account of instruction.
The number of equivalent full time kindergarten teachers in a laboratory school of a State-owned college shall be prorated among all the districts having children enrolled in the laboratory school kindergarten on the basis of the total number of kindergarten pupils who are legal residents of such districts and who are in average daily membership in the laboratory school kindergarten...In the case of kindergarten pupils, teaching units shall be one for each kindergarten teacher employed by the district...additional teaching units shall be based on the numbers of all pupils who are residents of the district and are in average daily membership in

the elementary schools of other districts in the Common...

§ 590 Free milk for pupils in kindergarten and first grade. "The Board of Public Instruction in every district of the first class is authorized to furnish free milk to all pupils attending kindergarten and first grade."

§ 5311 Definition. "Elementary school"--a day or residential school which provides preschool, kindergarten or elementary education in the Commonwealth, including public and non-public. (1)

ACT 372. Section 2541. Payments on Account of Pupil Transportation. School districts shall be paid by the Commonwealth for every school year on account of pupil transportation which...an amount to be determined by multiplying the cost of approved reimbursable pupil transportation incurred by the district by the district's aid ratio.

Pennsylvania legislation since November, 1974, includes remodification of school law to include mandatory kindergarten for all five year olds and continued permissive kindergartens for children aged three years, seven months, to five. (2)

GUIDELINES:

1. State Board of Early Childhood Education Guidelines
2. Kindergarten Guide serves as guidelines for kindergarten programs.
3. Packet of Kindergarten Materials continuously update guides...
4. Private School Guide for private schools.

DESCRIPTION OF DESIRED PROGRAM:

Child-centered program designed to promote the total well-being of each student. Curricular activities based on needs and aptitudes of the individual. Also, refer to Kindergarten Guide.

THE CHILD:

"All kinds of children come to kindergarten. When they come, nothing is more obvious than their individual differences. They are all young children, but not the same in chronological age, maturity, physical characteristics, attitudes or aptitudes." (4)

Further statements discussing the standard statements describing the five year olds in relationship to physical, intellectual, emotional and social development.

Philosophy:

Learning is individual and personal.
Learning proceeds from the concrete to the abstract.
Learning occurs only when there is an element of novelty.
Learning is extended by building on what is already known.
Learning has taken place only when it changes the behavior of the learner.

Learning is affected by the total well-being of the learner. (4)

Parents:
One entire section in the Kindergarten Guide concerns "the home-school relationship."

PLANNING SYSTEM:

Statewide program supported by law. Ninety-six percent of school districts provide service to young children.

1. Direct liaison with school districts.
2. Early Childhood State Advisory Board advises and responds to anticipated action.
3. All local school districts must include early childhood curricula and facility projections in their long-range plans.

IMPLEMENTATION:

Always had program since 1897, so no implementation necessary. Any local school district may establish a kindergarten program without further provision from the state. The laws covering general educational opportunities permit this. State consultation always available.

PROFESSIONAL DEVELOPMENT:

1. Certification: Paraprofessionals--not required, unless they are instructive aides.
Early Childhood Education teachers and administrators--required
Elementary Certificate applicable for Early Childhood Education teaching, but must be K-6.

2. Responsibility: State Department of Education

TEACHER EDUCATION:

30 institutions with a degree in Early Childhood Education
8 junior or community colleges with associate degrees
67 institutions with some work in Early Childhood Education

EVALUATION:

Child--random sampling done every year to support state budget. Child evaluation done by several agencies with State Department of Education. A section in the Kindergarten Guide concerns "Testing in the Kindergarten." No mention is made of total program evaluation. Evaluations the responsibility of the local school district. Periodic random sampling in evaluation done by State Department.

MISCELLANEOUS INFORMATION:

Education services for children under five include state funded optional kindergartens for all four year olds, state supported classes

for handicapped children under six, plus Title I, Title IV-C and Title VI classes for children under five, the development of bilingual education programs for children and statewide programs for handicapped children under six.

Major Activities in Early Childhood Education 1974
Commonwealth of Pennsylvania
Charlotte G. Garman
Program Director

1. Continuing expansion of undergraduate and graduate certification programs in Early Childhood Education. Total is now 20 plus 37 colleges that offer early childhood coursework.

2. Continued support of mandatory kindergarten for all Pennsylvania five year olds and permissive kindergarten for those three years, seven months to five.

3. Conducting of four annual regional state-sponsored conferences for early childhood personnel and administrators.

4. Establishment of a Task Force to promote statewide program of Parent Education. Materials prepared for high school students and alternatives for implementation provided.

5. Continuing development of practical early childhood materials for dissemination to both public and private schools. 20,000 copies distributed in 1974.

6. Statewide on-site evaluation of 475 private nursery-kindergartens.

7. Promotion of bilingual early childhood programs.

8. Development of early childhood competencies in legal education, environmental education, consumer education, fine arts, and safety education.

9. Coordination of a state system of training in and implementation of open education programs and practices for the K-Primary level.

10. Establishment of a statewide early childhood training program for Right to Read program directors.

11. Distribution of materials to bolster curriculum development in all Transition Classes of the State.

12. Adoption of mandatory immunization programs to cover five major diseases.

13. Establishment of statewide hearing and screening tests for pre-first grade children.

14. Appointment of special staff to coordinate statewide system of inservice education.

15. Establishment of Pennsylvania Early Childhood Guidelines, State Board of Education.

R E S O U R C E S

1. School Law: § 5-502 Additional schools and departments.

   § 5-503 Kindergartens.

   § 25-2502 Payments on account of instruction.

   § 590 Free milk for pupils in Kindergartens and first grade.

   § 5311 Definitions.

   ACT 372. Section 2541. Payments on Account of Pupil Transportation.

2. Memorandum:

   Early Childhood Education Activities
   TO: National Association of Early Childhood Education Specialists
   FROM: State Department of Education
   DATE: 1975

3. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, 1975.

4. Kindergarten Guide, Department of Education, 1972.

5. Approval by Charlotte Garman, Early Childhood Education Specialist, State Department of Education.

Rhode Island: Early Childhood Education

DEFINITION:

Early Childhood Education shall include nursery school, kindergarten and grades 1-3. (1)

ADMINISTRATIVE AGENCY:

State Department of Education; mandatory program (2)

LAWS, REGULATIONS, BOARD POLICY

§ 16-2-2. Town Schools required--school year--location.
...Beginning in September, 1969, such school facilities shall include a sufficient number of kindergartens... every town shall establish and maintain for at least one hundred eighty (180) days annually exclusive of holidays...

§ 16-2-27. Eligibility for attendance of kindergarten.
...has attained or will have attained five years of age on or before December 31 of any school year shall be eligible to attend kindergarten...An exceptionally handicapped child shall be eligible for special education upon attainment of his third birthday.

§§ 16-2-28. Eligibility for attendance of first grade.
...six years on or before December 31 shall be eligible to attend first grade during said school year (3)

State Board of Education's Regulation on the Definition of the School Day: "...a 'day' or 'school day' is defined by the Board of Education to mean regular operation of all schools in the town for a period which in the case of elementary schools consists of not less than five hours of actual school work, excluding lunch and recess periods...(In the case of kindergartens, however, the school day is defined to mean regular operation for not less than 2½ hours.) Regular operation of any school for less than the minimum hours specified above shall require the prior approval of the Commissioner of Education, who shall from time to time report to the State Board of Education on approvals granted."

"By legislative act after September, 1969, every private school which offers an educational program for children between the ages of three and six must be registered with the State Department of Education.

Requirement of public school systems to make the kindergarten year an integral part of their program.

GUIDELINES:

Educational Programs for Very Young Children: Standards for Approval; Department of Education, Providence, 1969.

The Kindergarten, A Place for Learning; State Department of Education, Providence, 1969. (Bulletin One)

The Kindergarten, A Place for Learning; State Department of Education, Providence, 1969. (Bulletin Two)

Guideline 1. Beginning with the opening of school in September, 1969 and thereafter, every school system in the state shall provide free public education to all children in kindergarten through grade twelve. The establishment of kindergarten is now mandatory.

Guideline 2. The length of the school year is set at a minimum of 180 days.

Guideline 3. The length of the school day for kindergarten classes has been defined as not less than 2½ hours.

Guideline 4. All pupils who have attained the age set by law are eligible to attend kindergarten. However, the school committee has the authority to admit children at an earlier age.

Guideline 5. The school administrator has the responsibility of following the Regulation "Communicable Disease Control", concerning the immunization against smallpox, diphtheria, tetanus, polio and measles of pupils upon first entering school.

Guideline 6. The major purposes served by the daily activities of the school program for these young children include:

(1) promotion of physical and mental health with emphasis on strengthening motor coordination and inner emotional controls

(2) encouragement of self-acceptance, self-understanding, and self-worth

(3) development of language skill in listening and speaking as basis for communicating feelings and ideas

(4) initiating skill in self-expression through art, music, and body movement

(5) learning to observe, inquire, and investigate; to seek solutions and test answers; and so to acquire and to use knowledge

(6) development of social skills in the give and take of life with peers as well as adults, growing increasingly self-sufficient and responsible for personal behavior

(7) giving abundant opportunity for detecting physical and intellectual handicaps and for planning needed health and welfare services.

Guideline 7. The teacher shall have the proper certificate for her assignment as prescribed in the rules and regulations of the state Board of Education governing teacher certification. Credentials of auxiliary school personnel are determined by the employing agency. However, it is recommended that the employing agency follow the State Department of Education's guidelines which are included in the booklet, Auxiliary School Personnel: Their Employment and Utilization.

Guideline 8. The teacher should draw upon all the resources available to her in developing the school's program for the children.

Guideline 9. The educational opportunities offered through the school should encourage the child to develop a positive concept of self-worth, a self-acceptance on which to build as he grows self-autonomous and becomes self-directed.

Guideline 10. The accepted class size is between 20 and 25 children, with 20 more desirable than 25. It is recommended that the following pupil-teacher be set:

age 4 years; 15-20 children: 1 teacher: 1 aide
age 5 years; 20-25 children: 1 teacher: 1 aide

Guideline 11. The accepted staff size should guarantee that a capable adult is with the class at all times and a second adult is within hearing distance of the class.

Guideline 12. The schedule of activities should promote and foster a quality of living and growing which satisfies the basic needs of the fours and fives; though somewhat structured it should permit flexibility to capture "the teaching moment" when it arises.

Guideline 13. The curriculum for the fours and fives promotes physical, social, emotional and intellectual development and offers learning experiences through the whole gamut of content areas. It motivates the desire and readiness to read and to write. Yet it delays the teaching of reading per se until the individual child demonstrates he is physically and emotionally ready, which is usually as he approaches six years of age.

Guideline 14. The kindergarten classroom and playyard should invite, challenge, stimulate, and guide learning activities which are planned in accordance with the needs of these children in this situation.

Guideline 15. The establishment of a state-wide public supported kindergarten program will guarantee to all children a fair and wholesome beginning only if a professionally prepared teacher develops with them in a healthy environment with appropriate materials and equipment and in a well-ordered school setting.

Communicable Disease Control

Rules and Regulations of the State Director of Health and the State Commissioner of Education relating to School Health Services require immunization against certain communicable diseases for children entering school for the first time.

"Every person upon first entering any public or private school in this state as a pupil shall furnish...evidence that such person has been immunized against smallpox, diphtheria, tetanus, polio, and measles (or has had natural measles); or a certificate from a licensed physician stating that such person is not a fit subject for immunization for medical reasons; or a certificate signed by the parent or guardian stating that such immunizations are contrary to his beliefs.

DESCRIPTION OF DESIRED PROGRAM:

a. The acceptable class size between 20-25 children.

b. Recommended pupil teacher ratio:
4 year olds--15-20 children:1 teacher:1 aide
5 year olds--20-25 children:1 teacher:1 aide

c. Daily Schedule

...the single session is most common. Usually the session is divided into three major segments: (1)...opportunity for cooperative planning of all pupils with their teacher; the engagement in self-chosen tasks, with the privilege of going from one interest center to another, working as individuals or in small groups; and then re-assembling as a total group to evaluate what has been achieved and to re-set goals for the next period. (2)...offers those essentials for healthy, personal and group living: toileting, resting, snack-time, rhythms, and physical experiences. (3)...a more structured period for group experiences, such as story telling; reading; developing facility with language; cognitive learnings: mathematics, science, social studies; and music, poetry, drama.

d. The Curriculum

The curriculum for the fours and fives offers educational experiences based on their physical, social, emotional, and intellectual needs, and our knowledge of how they learn and how we should instruct... The teacher...draws from all curriculum areas: literature, social studies, science, language arts, mathematics, health, music, art and dramatics.

e. Facilities and Equipment

...35 square feet per pupil in the classroom and twice the area for outdoor play...

The equipment and materials should encourage exploration and exper-

imentation, should invite inquiry and discovery, and should lead to creative expression and end in satisfying experiences.

Open spaces for block building, housekeeping, wheeled toys, and prone rest; open shelves for orderly storage; a library table with selected books at hand; a social living center to facilitate group sharing; and tables for academic learning and skill development...

THE CHILD:

Parent-School Relationships

1. Parents should be encouraged to cooperate constantly and consistently with the school.

2. Pre-admission conference should be used to secure health and family history, to obtain background information of the child and his home, and to develop the school's program.

3. A visit to one or more school sessions should be made by the parent and child before the child is admitted as a regular pupil.

4. Observation by the parent of the child at school, preceded and followed by teacher conferences, should be part of the school program.

5. Group conferences for informing parents of school policies and study groups to give better understanding of child development should be planned.

6. Periodic oral reports should be made with both parents present if possible.

7. The school should refer parents to sources of professional help when the need is indicated.

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT:

1. Certification:
   Early Childhood Education teachers and administrators--required
   Paraprofessionals--not required

Elementary Certificate applicable for Early Childhood Education teaching

2. Responsibility:
   State Department of Education

TEACHER EDUCATION:

4 institutions with degrees in Early Childhood Education
1 junior or community college with associate in Early Childhood Education
4 institutions with some work in Early Childhood Education

EVALUATION:

R E S O U R C E S

1. School Law: § 16-2-2. Town Schools required--school year--location

   § 16-2-27. Eligibility for attendance of kindergartens

   § 16-2-28. Eligibility for attendance of first grade

2. Educational Programs for Very Young Children: Standards for Approval; Department of Education, Providence, 1969.

3. The Kindergarten, A Place for Learning; State Department of Education, Providence, 1969. (Bulletin One)

4. The Kindergarten, A Place for Learning; State Department of Education, Providence, 1969. (Bulletin Two)

South Carolina: Early Childhood Education

The state-supported program began in 1969-70.

DEFINITION:

"...the education of children from infancy to age eight years." (1)

Administrative Agency: State Department of Education; permissive program (2)

LAWS, REGULATIONS, AND BOARD POLICY:

"State funds have been requested by the State Department of Education to provide statewide system of public kindergarten classes. Legislation has been submitted to include kindergarten as a part of a statewide system of public education on a permanent basis." (4)

§ 21-601 Establishment of Kindergartens.
"Any county board of education...may establish and provide kindergarten for the education of not less than four years of age...No child under the age of six years shall be counted in the average attendance of any public school district when public school funds are to be appropriated..."

§ 21-602 Part of a Common School System.
"...kindergarten...shall be a part of the free common school system...and all funds available for the maintenance...shall be available...for the establishment and maintenance of such kindergartens."

§ 21-603 Qualifications of teachers.
"No teacher....shall be employed...who has not taken at least two years course in kindergarten training and received a certificate or diploma from a recognized kindergarten normal training school..." (3)

Recent Legislation:

South Carolina's state support for school-based child development programs was continued for 1974-75 with legislative appropriation of $1,155,469. The program serves approximately 1,400 three-, four-, and five year olds in all day, year-round programs.

GUIDELINES:

Early Childhood Education, Learning Experiences for the Three, Four, and Five Year Old Child, can serve as a guideline.

DESCRIPTION OF DESIRED PROGRAM:

1. Organizing the room

2. Health and Safety

3. Space and Equipment
   a. ground floor
   b. minimum 35 square feet per child; maximum 60 square feet per child
   c. minimum 100 square feet per child; maximum 300 square feet per child

4. Adult/Child Ratio:

Three year olds:	1:8
Four year olds:	1:10
Five year olds:	1:10 or 15

5. Other suggestions found throughout.

THE CHILD:

"Each child is a unique human being. Each one grows at his own rate. Each child goes through the same stages of development. Each child achieves a skill according to his personal time table."

Many suggestions for working with parents. (5)

Population surveys quite extensive; see appendix.

Fiscal Factors:
Total amount of state funds for 1975-76 was $7,050,000. Distribution allocated as:

1. teacher salaries--79% or an average $7,400 per unit
2. per pupil aid --10.6% or an average $991 per unit
3. transportation --10.4% or an average $973 per unit

School districts supplement state grants with local and Title I funds. Funds are used for paraprofessional salaries, instructional materials, fixed expenses. (4)

PLANNING SYSTEM:

IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education teachers--required

Kindergarten administrators--required
Paraprofessionals and prekindergarten teachers--not required
Elementary Certificate applicable provided an additional six hours completed within 24 months after employment.

Responsibility: State Department of Education

TEACHER EDUCATION:

20 colleges with degree in Early Childhood Education
10 junior or community colleges with associate degree in Early Childhood Education
30 institutions with some work in Early Childhood Education

EVALUATION:

Appendix
Population survey of kindergarten children

See: THE CHILD

Year	5 Year Old Population	% In State Kdgtn.	Number Enrolled In Kdgtn.	Continuing And First Year Units	# Of Units (1 Unit = 2 Classes)	Average Cost Per Unit, State Funds	Total State Funds Appropriated
969-70	56,906	6.5%	3,435	F.Y. 67	67	$ 7,200	$ 500,000
970-71	52,853	7.0%	3,566	Cont. 67 F.Y. 4	71	7,000	500,000
971-72	50,653	10.6%	5,394	Cont. 71 F.Y. 35	106	7,300	750,000
1972-73	49,822	21.0%	10,584	Cont. 106 F.Y. 112.5	218.5	7,900	1,650,000
973-74	49,158	35.9%	17,657	Cont. 218.5 F.Y. 162.5	381	8,100 8,800	3,150,000
974-75	50,401	47.0%	23,660	Cont. 381 F.Y. 74	455	9,165 9,870	4,150,000
*1975-76	52,283	65.0%	33,984	Cont. 455 F.Y. 198	653	9,770 10,475	6,650,000
*976-77	52,984	75.0%	39,363	Cont. 653 F.Y. 102	755	10,373 11,080	8,150,000
*977-78	49,951	100.0%	49,951	Cont. 755 F.Y. 205	960	10,980 11,685	11,000,000

*Projected

RESOURCES

1. Memorandum: Early Childhood Education in South Carolina
   TO: National Association of Early Childhood Education Specialists
   FROM: State Department of Education
   DATE: November, 1974

2. Early Childhood Programs: A State Survey 1974-75, Education Commission of the States, 1975.

3. School Law: § 21-601 Establishment of Kindergartens.

   § 21-602 Part of a Common School System.

   § 21-603 Qualifications.

4. Memorandum: Early Childhood Education in South Carolina
   TO: National Association of Early Childhood Education Specialists
   FROM: State Department of Education
   DATE: 1975

5. Early Childhood Education: Learning Experiences for Three, Four, and Five Year Old Children; State Department of Education, 1972.

Virginia: Early Childhood Education

DEFINITION:

Early Childhood Education is defined as education for the years three through eight. The State Department of Education is currently engaged in efforts to provide educational experiences to all eligible kindergarten children since the children ages six through eight have traditionally been provided for.

Educational opportunities for handicapped children must be provided for children from ages two through twenty-one. The State Department of Education has this responsibility.

Administrative Agency: State Department of Education; mandatory program

LAWS, REGULATIONS, BOARD POLICY:

§ 22-218.2 Persons who may be admitted to kindergartens; participation of kindergartens in State School Fund.
"...who have reached their fifth birthday on or before... December 31, 1975-76, shall be admitted..."

§ 22-21 Encouragement of elementary and secondary schools, kindergartens and nursery schools.
"The State Board...may recommend provisions for standards for non-public kindergartens and nursery schools..."

Article III, Section 2 of Constitution of Virginia requires the State Board of Education determine and prescribe Standards of Quality for Public Schools. These Standards are subject to revision only by the General Assembly.

GUIDELINES:

A Guide for Kindergarten Education, State Department of Education, 1970, can serve as guidelines in organizing programs for five year old children. It seems more of a purpose as a curriculum guide, however.
In addition to the Kindergarten Guide, a section on kindergarten is included in Guides prepared by the Elementary Division of the State Department of Education.

DESCRIPTION OF DESIRED PROGRAM:

Local divisions are encouraged to develop kindergarten programs which focus on the child, his needs, interests, development and pace of learning. The program should include all content areas taught in the elementary school.

THE CHILD:

The maximum development of each child is the focus of the entire kindergarten program.

PLANNING SYSTEM:

Each school division without kindergarten submitted to the State Department of Education a plan for implementing kindergarten and a date acceptable to Board of Education for implementing. The State kindergarten superivsor invested a major portion of her time to assist local divisions to implement their plans for kindergarten.

IMPLEMENTATION:

123 of the 140 school divisions in Virginia have kindergarten 1975-76.

PROFESSIONAL DEVELOPMENT:

1. Certification:
   Early Childhood Education teachers and administrators--required
   Paraprofessionals--not required
   Elementary Certificate not applicable for Early Childhood Education teaching.
2. Responsibility: State Department of Education

TEACHER EDUCATION:

24 colleges offering degrees in Early Childhood Education
26 colleges with some work in Early Childhood Education

EVALUATION:

Evaluation suggestions in A Guide for Kindergarten Education, for children only.

R E S O U R C E S

1. Okayed by Grey W. Ritchie, Early Childhood Education Specialist, State Department of Education.

2. School Law: § 22-218.2 Persons who may be admitted to kindergartens; Participation of kindergartens in State School Fund.

   § 22-21 Encouragement of elementary and secondary schools, kindergartens and nursery schools.

3. A Guide for Kindergarten Education; State Department of Education, July, 1970.

4. Standards of Quality and Objectives for Public Schools in Virginia, 1974-76; enacted by the General Assembly of Virginia, 1974.

5. Kindergarten Education in Virginia; State Department of Education, 1975.

West Virginia: Early Childhood Education

Each of West Virginia's fifty-five county school systems incorporates a program for five year old children as an integral part of its total educational program. Legislation permits children younger than five to participate in Early Childhood Education; however, financial support guarantees a program for each five year old child.

Though unique in many aspects of the design, early education techniques are structured to meet the following objectives.

DEFINITION:

Early Childhood Education is a program of continuous development for children ages three through eight.

Administrative Agency: State Department of Education to County Systems; mandatory programs.

LAWS, REGULATIONS, BOARD POLICY:

§ 18-5-18. Early Childhood Education.

County boards of education shall provide by the school year one thousand nine hundred seventy-three--seventy-four and continue thereafter Early Childhood Education programs for all children who shall have attained the age of five prior to November first of the school year in which the pupil enters such Early Childhood Education program and may establish Early Childhood Education programs designed for children below the age of five. Persons employed as Early Childhood Education teachers...shall be required to hold a certificate valid for teaching at the assigned level...The state board of education shall establish and prescribe guidelines and criteria setting forth the minimum requirements for all paraprofessional personnel employed in Early Childhood Education programs...

The state board of education...shall establish and prescribe guidelines and criteria relating to the establishment and operation of... programs...Guidelines and criteria so established and prescribed are also intended to serve for the establishment and operation of nonpublic Early Childhood Education programs and shall be used for the evaluation and approval of such programs...The state superintendent of free schools at intervals not to exceed two years shall publish a list of nonpublic Early Childhood Education programs that have been approved in accordance with the provisions of this section.

Pursuant to such guidelines and criteria...the county boards may establish programs taking Early Childhood Education to the homes of the children involved...or may develop programs of a more formal kindergarten type, in existing school buildings, or both, as such county board may determine...

Funds for implementing the Early Childhood Education programs during the fiscal year nineteen hundred seventy-two and thereafter shall be allocated to counties from a special appropriation to the state department of education from the general revenue funds...

Allocations...on the basis of approved early childhood programs...

e. To increase each child's competencies in...
...dealing with emotions.
...reliance and self direction.
...the skills and communication and social relationships.
...critical thinking and problem solving.
...the skills of physical coordination and body mastery.

B. Specific objectives shall be formulated at county and local levels. These should reflect the broad goals and determine the program activities.

C. Activities of the early childhood program should provide:

1. Concrete, multi-sensory experiences that have meaning for the child and extend his awareness and understanding of the world around him.

2. Instructional situations:
   a. to use language to label and categorize objects...
   b. require problem solving and decision making, questioning, evaluating and discovering.
   c. to select appropriate forms of oral expression...and to use such forms with increasing proficiency.
   d. increase the child's competencies and skills in physical development, motor coordination.
   e. develop sound health and safety habits.

3. Directed listening opportunities...which require a variety of types of listening behavior.

4. A variety of forms of oral expression...

5. Stimulation for each child's feeling of confidence and self-worth.

6. Opportunities for children to systematically examine cause--effect relationships.

7. Opportunities for developing social interaction.

8. Opportunities for children to grow in understanding and appreciation of the cultural and social world and to grow in acceptance of and commitment to the basic values of a democratic society.

9. Opportunities to promote expression through use of music, art and language for communication and enjoyment.

10. Activities which develop in children the ability to follow directions, to cooperate with others, to be imaginative and to learn more about social rules.

D. The daily activities of the Early Childhood Education program should be arranged so that:

An additional appropriation shall be made to the State Department of Education from the general revenue fund to establish and operate during the fiscal year nineteen hundred seventy-two, regional Early Childhood Education demonstration centers in educational regions three, four, five, six and seven, and thereafter in regions one through seven. Said funds shall be allocated to said regions for establishing and operating regional demonstration centers...

The following statutes appear to be closely related to the Early Childhood Education Law, Code 18-5-18:

Code 18-20-1 et seq. Education of Exceptional Children (Paragraph 1 of § 18-5-18).

Code Chapter 18A School Personnel and of this Code 18A-3-1 et seq. Training, Certification, Licensing in particular (Paragraph 2 of § 18-5-18).

Code 18-2-6 Training of Teachers; Accreditation, Classification and Standardization of Schools; etc. Code 18-8-1, Exemption A, Instruction in a Private, Parochial or other approved school. (Paragraphs 3 and 4 of § 18-5-18).

Code 18-9-1 et seq. School Finances.
Code 18-9A-1 et seq. Public School Support.
Code 18-9B-1 et seq. State Board of School Finance.
(Paragraphs 5 and 6 of § 18-5-18).

Code 18-2-26 Establishment of Multi-county Regional Educational Service Agencies. (Paragraph 7 of § 18-5-18).

GUIDELINES:

Guidelines for Proposals for Early Childhood Education serve as guidelines for county Early Childhood Education programs. Guidelines for Regional Early Childhood Education Demonstration Centers serve as guidelines for demonstration centers.

DESCRIPTION OF DESIRED PROGRAM:

I. Program Design

A. Goals of the Program

1. Broad goals have been determined by a policy committee at the state level. Objectives:

a. To develop each child's positive self concept.
b. To enlarge each child's world of people, experiences, and things.
c. To help each child value our democratic way of life and recognize the worth of each individual and of all racial and ethnic groups.
d. To develop each child's aesthetic awareness, expression, and appreciation.

1. Activity and rest should be alternated.

2. If children are expected to sit in one place, periods are kept short.

3. Avoid vigorous activity immediately before or directly after mid-morning lunch.

4. A sequence which will provide for easy transition between one kind of activity and another is arranged.

5. ...twenty minutes of actual rest.

6. ...suggested periods or time allotments for the program for two, three, or four hour programs.

E. Health and Nutritional Services

1. ...shall be provided by supplying a breakfast and/or lunch and a nutritional mid-session snack in connection with the program.

2. ...health services...shall provide for:
   a. Finding existing health defects
   b. Remedying existing defects
   c. Providing preventive services

3. The county will identify its resources in health services personnel...

4. Among the health services which may be provided are:
   a. Medical examinations...
   b. A screening process to identify special weaknesses and strengths in a child's growth and development.
   c. Dental examinations
   d. Immunization programs
   e. Arrangements for referral to clinics and hospitals and medical treatment and follow-up
   f. Individual office care for a child if needed
   g. Follow-up to see that needed drugs, eye glasses, hearing aids, etc., are provided

5. The health services budget shall consider which parts of the health program can be performed or paid for by the existing health and welfare resources...

F. Organizational and Administrative Considerations

1. A county may elect to serve all five year olds through a modified program allowing fewer contact hours per child such as:
   a. Two half-day sessions per week for each child augmented

by TV, home visitors, parent directed activities in homes or leased facilities.

b. Time allocations such as three 12-15 week sessions for each child...

c. Other time allocations which call for staggered or rotating attendance in order to accomodate all five year olds.

G. The Adult-Child Ratio

1. Class size for children below the age of six shall not exceed twenty children per certified teacher and classroom aide.

2. Home-oriented programs to accomodate children from approximately two-hundred homes will require at least one coordinator (professional educator) and ten home visitors. Two professional teachers and two classroom aides would be necessary to provide group experiences for this number of children.

II. Facilities and Space Requirements

A. ...facilities...50 square feet per child-indoor; 75 square feet per child-outdoor are recommended.

B. The space or facility should meet the minimum requirements outlined in the Handbook on Planning School Facilities (Section 303) in addition to requirements of the county board of education and other agencies whose approval may be necessary.

C. In planning facilities for school programs for young children, the following factors are of primary importance:

1. Health and safety
2. Comfort (child-sized) and functionality
3. Flexibility and adaptability
4. Provision for self-initiated activities
5. Adequate space for sensory-motor development
6. Provision for aesthetic and intellectual stimulation

D. Facilities may be leased for early childhood programs.

III. Transportation

A. ...arrangements will comply with current laws, rules and regulations.

B. ...shall be provided for children to and from school (where required), for field trips, and for other designated purposes.

C. ...special consideration shall be given to distance involved, inherent hazards, etc...

D. Children under six who are transported should have additional adult supervision on runs not accomodating older children.

IV. Materials and Equipment

A. ...should be provided to implement fully the program objectives and to meet special social, emotional, intellectual, and physical needs.

B. Equipment and materials must provide for:

1. Large muscle activity (indoor and outdoor)
2. Small muscle activity
3. Movement and rhythmic activities
4. Dramatic play activities
5. Music activities
6. Art activities
7. Language arts experiences
8. Mathematics and science experiences

V. Coordination of the Program for Children Ages Three Through Eight

A. Preliminary planning should involve professionals working with programs for children ages three through eight.

B. Maximum pupil growth and maximum teacher efficiency will most likely occur through cooperative action.

THE CHILD:

In order to achieve his full social, emotional, physical and intellectual potential, various programs are provided for all five year old children. In addition, curricular and organizational changes within the programs for the six, seven, and eight year old children are being implemented.

Parental Involvement:

A. Parent advisory committees may be involved in program planning.
B. Parent activities may be provided for community, family and/or self development.
C. Plans may be developed for involving parents as volunteers in the program.

PLANNING SYSTEM: State Program:

June, 1969--
State Board Responsibility: Regulation and Classification
1. Private Early Childhood Education Programs
2. Title I Programs

1968-69--
Task Force and Appalachian Regional Commission developed model Legislation

for funding of State Early Childhood Education Programs.

June 1969--
Proposal submitted to ARC--requesting $37,000 added to $13,000 State Funds.
To employ Early Childhood Education Staff on regional basis.
RESA's = 7 at this time.

July, 1969--
Funding from Appalachian Regional Commission for $35,000 matched to $13,000 from State.

August, 1969--
Planning of Regional Early Childhood Education Demonstration Centers and Statewide Program.

December, 1969--
Guidelines for Regional Early Childhood Education Demonstration Centers drafted. Plan for: 1. organizing programs regionally; 2. developing needed staff for Early Childhood Education.

January, 1970--
Plan for R.E.C.E.D.C. (Regional Early Childhood Education Demonstration Centers) submitted to State Legislature.

June, 1970--
Proposal prepared for ARC ($356,518) to implement Early Childhood Education Plan in two Regions. State appropriated $61,790.

November-December, 1970--
Senate Bill #343 presented to Legislature for $3.5 million.

March 14, 1971--
Senate Bill #343 passed.

October, 1971--
Early Childhood Education Project funded by Appalachian Regional Commission.

January, 1972--
Draft Legislation to implement Stage #2 of (second 1/3 of children) Senate Bill #343. Also provided $350,000 to continue operating seven Demonstration Centers.

June, 1972--
Special Session of Legislature. $3.5 million funded to complete funding.

July, 1972--
Proposal funded by ARC to continue Demonstration Centers in Regions I and II.

PLANNING SYSTEM: County Programs:

1. The county superintendent should appoint an early childhood advisory

committee to assist in the planning for an approved program in Early Childhood Education.

2. The program proposal shall be approved by the county superintendent and the county board of education.

3. Assistance will be made available from the State Department of Education to county school systems in interpreting guidelines and certification requirements, and in planning and program development.

Demonstration Center Programs:

See paper entitled "Guidelines for the Implementation of Regional Early Education and Child Development Boards."

IMPLEMENTATION:

1971: County Early Childhood Education
1. Program proposal submitted to State Department of Education.
2. Upon approval, the county would receive the money to implement the program.
3. The proposal process occurred during the 1971-72 school year and 1972-73 school year, because the State Department of Education appropriated separate funds for Early Childhood Education. Currently funds are appropriated in the regular school aid formula.

PROFESSIONAL DEVELOPMENT: Certification:

Early Childhood Education teachers and administrators--required
Paraprofessionals--not required
Elementary Certificate not applicable for Early Childhood Education teaching.

Responsibility: State Department of Education

TEACHER EDUCATION:

12 institutions with degrees in Early Childhood Education.
3 colleges with some work in Early Childhood Education.

EVALUATION:

A. Procedures
Groups of professionals, parents, and lay persons should be formed to study and plan procedures for longitudinal assessment of Early Childhood Educatior program needs.

B. Program Evaluation
Evaluation techniques should be appropriate to the components of the program being assessed.

1. Techniques of evaluation are identified as an integral part of program development.

2. Early Childhood objectives are stated operationally so that progress toward them may be measured quantitatively.

3. Program evaluation should be conducted throughout Early Childhood Education, ages three through eight, to determine program effectiveness and indicate revisions needed.

4. The program evaluation design should delineate the process through which findings are channeled back into the program to bring about the changes suggested.

C. Pupil Evaluation

1. Pupil evaluation should be continuous and conducted throughout the early childhood program. Consideration should be given to:

   a. Personal history records
      (1) Medical
      (2) Psychological
      (3) Social

   b. Objective and subjective cumulative information
      (1) Observations
      (2) Conversations with pupils
      (3) Parent-teacher conferences
      (4) Anecdotal records
      (5) Achievement reports
      (6) Other data from specialists

2. Assessment of each pupil's maturation and growth determines the program adjustments required to fit his needs.

RESOURCES

1. "Guidelines for Implementation of Regional Early Education and Child Development Boards;" Department of Education, Charleston, West Virginia.

2. Guidelines for Regional Early Childhood Education Demonstration Centers; State Department of Education, Charleston, West Virginia.

3. Early Childhood Programs: A State Survey 1974-75; Education Commission of the States, 1975.

4. "Early Childhood Education in West Virginia;" State Department of Education, Charleston, West Virginia, 1974.

5. School Law: § 18-5-18. Early Childhood Education.

6. Guidelines for Early Childhood Education; State Department of Education, 1970.

Matrix

EARLY CHILDHOOD EDUCATION IN THE UNITED STATES

STATES	Letter of Content Approval	Definition	Admin. Ag.	Laws, Reg.	Guidelines	Descr. Prog.	Child	Plan. Sys.	Implemen.	Prof. Dev.	Evaluation
1. Alabama	X	X	X	X	X	X	X	X	X	X	
2. Alaska	X	X	X	X	X	X	X	X	X	X	X
3. Arizona	X	X	X	X	X	X	X	X	X	X	X
4. Arkansas		X	X	X	X	X	X			X	
5. California	X	X	X	X	X	X	X	X	X	X	X
6. Colorado	X		X	X	X	X	X			X	
7. Connecticut	X	X	X	X				X	X	X	
8. Delaware	X		X	X	X	X				X	
9. Florida		X	X	X	X	X	X	X	X	X	X
10. Hawaii	X	X	X	X	X	X	X	X	X	X	X
11. Illinois	X	X	X	X	X	X	X	X	X	X	X
12. Indiana	X		X	X	X					X	
13. Iowa			X	X	X	X				X	
14. Kentucky			X	X	X	X	X			X	
15. Maryland	X	X	X	X	X	X	X	X	X	X	X
16. Missouri	X	X	X	X	X	X	X	X	X	X	
17. Montana	X		X	X	X	X	X	X		X	
18. Nevada		X	X	X	X	X	X	X			
19. N. Hampshire	X	X		X	X	X		X		X	
20. N. Carolina		X	X	X	X	X	X	X	X	X	X
21. N. Dakota			X	X	X					X	X
22. Oklahoma	X	X	X	X			X	X		X	
23. Pennsylvania	X	X	X	X	X	X	X	X	X	X	X
24. Rhode Island		X	X	X	X	X	X			X	
25. S. Carolina		X	X	X	X	X	X			X	
26. Virginia		X	X	X	X	X	X			X	
27. West Virginia	X	X	X	X	X	X	X	X	X	X	X

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FURTHER REFERENCES:

1. Early Childhood Education, A National Program, #620, American Federation of Teachers, 1012 Fourteenth Street N.W., Washington, D.C., 20005.

2. Starting Off on the Right Foot, American Federation of Teachers, 1012 Fourteenth Street N.W., Washington, D.C., 20005.

3. Early Childhood Education, A National Program, #625, American Federation of Teachers, 1012 Fourteenth Street N.W., Washington, D.C., 20005.

4. The State of the Public Schools in Early Childhood Education, #626, American Federation of Teachers, 1012 Fourteenth Street N.W., Washington, D.C., 20005.

5. Public Schools and Preschool Programs: A Natural Connection, #627, American Federation of Teachers, 1012 Fourteenth Street N.W., Washington, D.C. 20005.

6. Early Childhood Development: Alternatives for Program Implementation in the States; Education Commission of the States, June, 1971.

7. Early Childhood and Basic Elementary and Secondary Education: Needs, Programs, Demands, Costs; William McLure, Audra May Pence, National Education Finance Project.

8. Special Study #1, Bureau of Educational Research, College of Education, University of Illinois at Urbana, Champaign, 1970.

9. Establishing a State Office of Early Childhood Development: Suggested Legislative Alternatives; Education Commission of the States, 1973.

10. Early Childhood Planning in the States: A Handbook for Gathering Data and Assessing Needs; Education Commission of the States, 1973.